



Indian and
Northern Affairs

Affaires indiennes
et du Nord

Quebec, P.Q., G1V 4C7
September 15th, 1973.

Your file Votre référence

Our file Notre référence 301/25-1 Cur. Dev. (VB)

TO: District Superintendents
of Education.

Aux Surveillants en Education.

RE: Curriculum Coordinators

RE: Coordonnateur de curriculum

This is to clarify the situation with regard to the above-mentioned coordinators.

Ceci est pour clarifier la situation vis-à-vis les postes mentionnés ci-haut.

It is understood that if a coordinator has been named for your district, he is hired as a teacher on special assignment for curriculum matters until such time as the positions are classified and a board is held.

Il est entendu que si un coordonnateur a été nommé pour votre district, il est dans un poste de professeur et agit de façon temporaire comme spécialiste en matière de curriculum, jusqu'à ce que les positions soient classifiées et que le concours est lieu.

The teacher in question could then return to his teaching position should he not qualify himself in the competition.

Le professeur en question pourrait retourner à son poste de professeur s'il ne se qualifie pas lors du concours.

If you do have an "acting" coordinator in your district, then provisions should be made for an office for this coordinator. This space could be set aside either at a school band office or district office. This should be discussed with the coordinator in question and a locale suitable to the efficient functioning of this officer be found.

Si vous avez un coordonnateur ("acting") vous devriez voir à ce qu'un bureau soit placé à sa disposition. Ce bureau peut être dans une école, ou, dans le bureau d'un conseil de bande ou encore dans le bureau du district. Ceci devrait se discuter avec le coordonnateur en question et des locaux qui permettront le bon fonctionnement de son travail devraient être aménagés.

21

- 2 -

If you should want clarifications regarding these positions, please feel free to get in touch with me at the Association Office at (418) 842-0277.

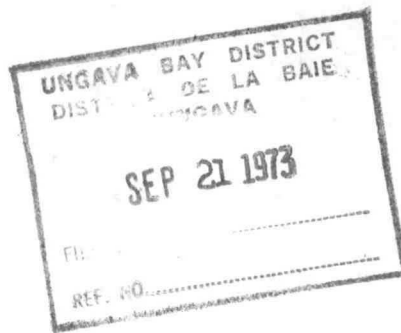
Si vous désirez plus de précisions, vous pouvez me rejoindre au bureau de l'Association, à (418) 842-0277.

Sincerely yours,

Bien à vous,

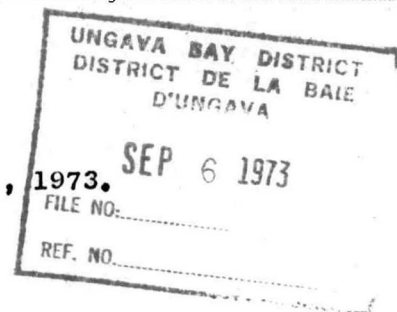
A handwritten signature in cursive script that reads "Velma Bourque". The signature is fluid and elegant, with the first letters of each word being capitalized and prominent.

Velma Bourque,
Regional Teaching Supervisor.



Indian and
Northern Affairs

Affaires indiennes
et du Nord



QUEBEC, August 31, 1973.

Mr. R.L. Boulanger,
Regional Director.

Your file votre référence

Our file Notre référence 301/25-1 (AIQ)(MSTA)

Report of Meeting - Quebec Regional Office
August 29, 1973 -
Re: Courses to be given in Manitou College

PRESENT:

Mr. R.L. Boulanger, Regional Director.
Mr. A. Gill, Vice-President/Education, Indians of Quebec Association.
Mr. Andre Renaud, Education representative from Manitou College.
Mr. Maurice St-Amant, Regional Supervisor of Vocational Education, Quebec Regional Office.

A. Further to discussions between Messrs. Boulanger, Renaud and St-Amant, it has been decided by Mr. Boulanger and accepted by Mr. Aurelien Gill, of the Indians of Quebec Association, that for the continuation and the good future of the said college, the Indians must leave something of themselves at the college. By this, we mean their participation in the overall structure of the school and this without remuneration in many cases, because if it is an Indian college, they themselves must help in the continuation and in the good future of the college.

Now, in order to do this, the first session of courses to be given at the College will be a credited course in Culture and Orientation (counselling) for students who are not certain of their future orientation. This course will enable the student to find himself and continue where he has left off before entering the College. The course will be of a three months duration.

The cost per month will be:

\$146.00 - room & board
\$ 20.00 - personal allowances
\$200.00 - special needs (including school supplies)
(for 3 months)

N.B. Do not use tuition fee activity.

- 2 -

31.8.73.

A. cont'd

It was decided that for this period, the students will not be on "honour system" but instead the room & board and special needs (school books, etc. and counselling services) will be paid directly to the school, and the twenty dollars to the students as pocket money.

For those people on welfare, their family will be taken care of by the local welfare agency. This will give the Department enough time to negotiate the courses with the Department of Education after the choices have been requested by the students.

- B. As our Department has not the necessary funds, we must have time enough to obtain the financing for those different courses from the Canada Manpower Center. It will also give the Quebec Indian Association enough time to get the college registered with the Department of Education in Quebec to give accredited courses.

This course of action is due to the fact that the college is not recognized as a legal authority to give or teach any accredited courses.

- C. We are expecting from Father Andre Renaud the topics of each program so that all regions and districts be advised adequately.

It was also decided to advise the other regions that they inform their students about this change in policy.



M. St-Amant,
Regional Supervisor of Vocational
Education.

- c.c. Mr. A. Gill, Indians of Quebec Association.
c.c. Father A. Renaud, University of Saskatoon.
c.c. All districts and agencies.
c.c. Mr. Ray. Bourdon, Community Affairs, QRO.
c.c. Mr. J.Y. Lepage, Finance, QRO.



Indian and
Northern Affairs

Affaires indiennes
et du Nord

1141 Route de l'Eglise, C.P. 8300,
Québec, P. Qué. GIV 4C7

1e 29 août 1973

Affaires Indiennes et Esquimaudes,
Région de Québec.

Attention: Surveillants en éducation

Your file Votre référence

Our file Notre référence 301/25-1 (CPA)

Bureau de Lorette
Bureau de Restigouche

Objet: Lettre de l'Honorable Jean Chrétien
aux Chefs et Conseils de bande, 10.8.73.

Nous vous transmettons sous pli, pour votre information, photocopie
d'une lettre que l'Honorable M. Jean Chrétien adressait aux Chefs
et Conseil de bande de toutes les provinces, en date du 10 août dernier.

Sur réception de ce document, nous avons communiqué avec le Bureau
central au sujet de la version française. Prière d'informer les Chefs
des Conseils de bande dans votre district qu'ils recevront d'ici trois
semaines environ la traduction française de cette lettre.

Le Directeur régional adjoint
intérimaire - Education,

C. Paradis.

p.j.



Minister
Indian and Northern Affairs

Ministre
Affaires indiennes et du Nord

Ottawa Ontario K1A 0H4.
August 10, 1973.

CHIEFS AND COUNCILS OF INDIAN
BANDS IN ALL PROVINCES

At a recent meeting of the House of Commons Standing Committee on Indian Affairs and Northern Development, I outlined my Department's policy on Indian education, and I described those areas of the education program on which the Department will be concentrating its immediate efforts. At the same meeting, Mr. George Manuel, President of the National Indian Brotherhood, spoke to the Committee about the Brotherhood's policy paper on native education; and I repeated the commitment of my Department to the educational goals which are set forth in the Brotherhood's proposal. I am sending you a copy of my statement and of Mr. Manuel's statement, and also the news release which Mr. Manuel and I prepared together. I understand also that the Brotherhood has arranged to send copies of their paper, 'Indian Control of Indian Education', to all bands, and I hope you will have an opportunity to study its far-reaching proposals for Indian education.

The new policy provides that if a band so wishes, it may take over and manage any part of the Department's education program with existing funds. You will, of course, want to consider very carefully the kinds of programs which will be of greatest benefit to your community. This will undoubtedly take some time, since it will involve decisions on legal requirements to protect the band's interests and to establish the school, as well as matters such as specific school programs and standards, staff recruitment and housing, personnel regulations, budgeting and financial control, and other details requiring local, provincial and federal consultations. If there is an existing agreement with a provincial school board, the band may wish to renegotiate for improved services, or to change the agreement to ensure that duplicate education services are not provided on the reserve if a band chooses to manage its own programs. You will no doubt want to develop a comprehensive plan for education on your reserve or in your community.

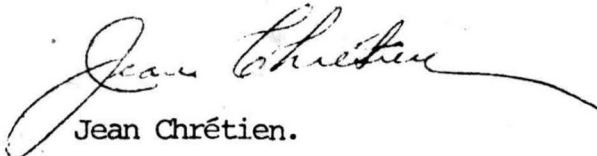
The transferring of funds to bands for operating education programs will be by means of the Contributions to Bands Program. I am sending you copies of the Treasury Board authorities for transferring to band councils elementary and secondary programs, and post-secondary programs, respectively. These documents outline the conditions which are required for a band to take over education programs, and although they may not cover every band's individual circumstances, nor provide all the answers to the many questions which may be raised in your minds, they provide necessary guidelines. Some bands will wish to

- 2 -

take over parts of the program; others, the total program; and there will be some who may not wish to change the present way of doing things. I expect that you will want to have band meetings and council discussions before any decisions are made, and my officers will of course be ready to provide any assistance which you may require in your deliberations.

The challenge is to turn the new policy into changed programs which are of real value to the Indian people. It is the Band Councils who must initiate the changes, and decide what to do in education and when to take over an education program. In making these decisions you will need to consult those agencies which are now giving you services in education, and to discuss with them the improvement of services, and possible revision or termination of agreements. Whatever course of action you finally decide on, my Department is ready to assist in negotiations, to continue to fund programs at existing levels and to provide the necessary training for Band members to take over responsibilities in the education area.

I want to assure you that when each band is considering its educational plan, my Department is ready to provide needed information and consultation services. Also, my Department will continue to work in cooperation with the National Indian Brotherhood and the provincial associations, who may hire education consultants to give information to bands, and to provide advisory services for negotiations. I feel sure that band councils, provincial associations and the Department together will be able to work out a new direction for the benefit of band members and for native education generally in Canada.


Jean Chrétien.

NATIONAL INDIAN BROTHERHOOD

SUITE 1610, VARETTE BUILDING 130 ALBERT ST., OTTAWA, K1P 5G4 (613)236-0573

Statement of the
President of the National Indian Brotherhood
to the
Standing Committee on Indian Affairs and Northern Development
Concerning Education Policy

May 24, 1973

It was on June 22, 1971 that your Committee tabled its report on Indian Education. At the time, I expressed the conviction that it was the most important Parliamentary Report of the decade as far as Indian people were concerned. Events of the past two years have proved this to be the case.

Your Report issued a challenge, to both the Government and the Indian people, for change in education. As spokesman for the Indian people, I am proud to assure you that we have accepted this challenge. During these past two years we have taken the initiative.

A close examination of local conditions was made by provincial Indian organizations. Many statements on education were issued by these organizations, echoing and re-echoing across the country the same concerns and recommendations which had been voiced officially by your Committee. Our next step was to formulate an Indian policy for Indian education, using these many statements on education as groundwork. We wanted this policy to describe the Indian philosophy of education, as well as the goals, principles and directions which must form the foundation of any school program for Indian children. Between June and December, 1972, a Working Committee of the National Indian Brotherhood, composed of educators from the provincial organizations, prepared a policy paper which was approved by the General Assembly of the National Indian Brotherhood. It was then presented to the Minister of Indian Affairs, the Honourable Jean Chretien, in December, 1972. This is the report we are presenting today.

We have been very much encouraged by the enthusiastic response of the Minister. He has assured us that our education policy will now be the policy of the Education Branch of his Department.

.../2

To understand just what this will mean, you will want to know what our policy is. I might say that we have gone much further than the Committee Report. It was necessary for us to do this as we were responding to the express wishes of the Indian parents.

We based our policy on two essential educational principles: local control of education, and, parental responsibility. Your seventeen recommendations served to direct our attention to particular problems. It was our job then to formulate the general principles which would cover these and the many other problems which are found in every Indian community across Canada. These principles are grouped under four headings: responsibility, programs, teachers, facilities. These are areas which are of major concern to Indian parents.

I will not attempt to cover every item under each of these headings. I would, however, like to quote from the document that we consider to be the essence of the report:

"Indian parents must have FULL RESPONSIBILITY AND CONTROL OF EDUCATION. The Federal Government must adjust its policy and practices to make possible the full participation and partnership of Indian people in all decisions and activities connected with the education of Indian children. This requires determined and enlightened action on the part of the Federal Government and immediate reform." (pg. 27)

"We want education to provide the setting in which our children can develop the fundamental attitudes and values which have an honoured place in Indian tradition and culture. The values which we want to pass on to our children, values which make our people a great race, are not written in any book. They are found in our history, in our legends and in the culture. We believe that if an Indian child is fully aware of the important Indian values he will have reason to be proud of our race and of himself as an Indian." (pg. 2)

Mere acceptance of this report, or stating a policy on education, however, will not solve the many problems in Indian education.

I would like to emphasize that there must be some precautionary steps taken to ensure that this policy will not be foisted on Indian Bands with undue haste. We advocate a consultative and joint approach between the Department of Indian Affairs and the Indian Bands.

To this end, we have accepted an invitation from the Minister to set up a joint mechanism for the successful implementation of the new policy.

We look forward to beginning this joint effort at a very early date.

One area of prime concern on our part is that the funds to carry out the education program must be assured to the Indian Bands on a continuing basis. It may be necessary for Parliament to enact legislation to ensure that this occurs.

Such legislation may be incorporated in the revisions to the Indian Act currently being studied by the National Indian Brotherhood under the co-ordination of the Indian Association of Alberta.

In the meantime, we request that the matter of assured continuing funds for education programs to Indian Bands be given priority consideration.

If necessary, an Order-in-Council may be issued on a temporary basis until permanent legislation is enacted.

The preparation and adoption of this policy has come about through a long and difficult process. There were many casualties along the way.

I would like to make special mention at this time of the many meetings, conferences and discussions held by Indian people throughout the country. Some, particularly the people in North-eastern Alberta, chose to express their views in a much stronger fashion, as when the people of Cold Lake and Kehewin staged a seven-month long school boycott and sit-in at the Indian Affairs Headquarters in Edmonton.

We hope that through joint effort such confrontations need not occur again. However, if no real progress is made, there is no guarantee that Indian people somewhere will not resort to confrontation tactics again.

I want to thank you, the present and past members of the Standing Committee on Indian Affairs and Northern Development, for the excellent and important work you have done in preparing your report on Indian Education.

I consider that the acceptance of our document, "INDIAN CONTROL OF INDIAN EDUCATION" as a basis for government policy, combined with your Report, will stand as a most significant milestone in the progress of Indian Education in Canada.

Indian and
Northern Affairs

Affaires indiennes
et du Nord

**Statement by the Honourable
Jean Chrétien, Minister
of Indian Affairs and
Northern Development on**

° Indian Education

**Presented to the Standing
Committee of the
House of Commons
on Indian Affairs and
Northern Development
Ottawa, May 24, 1973**

STATEMENT ON EDUCATION

The report on Indian and Eskimo education tabled by the Standing Committee of Indian Affairs and Northern Development in June, 1971, has been a positive and constructive force in the changing direction of policies and programs in native education. The report was based on numerous discussions, interviews and investigations and contained comments by educators, Indian leaders and public officials. In its recommendations the report identified and singled out certain areas in education which are of major concern to the native people in this country.

The publication of the report came at a time of intensive searching by native leaders and organizations for a philosophy of education which would be rooted in their own culture and value systems and yet articulated with the economic demands of today's world. In the past few years, Indian organizations from every region in Canada have prepared reports on education and given expression to what they consider important in the education program for their children and their communities.

The Department has had submissions from the Alberta Indian Association, The Manitoba Indian Brotherhood, the Union of Ontario Indians, the Association of Iroquois and Allied Indians, Grand Council Treaty No. 3 and the Yukon Native Brotherhood. We have received valuable comments in letters, meetings and in various ways from the Union of British Columbia Indian Chiefs, the Federation of Saskatchewan Indians, the Nova Scotia Indian

- 2 -

Association, the Union of New Brunswick Indians, the Indian Association of Quebec and Indian education committees and associations. The National Indian Brotherhood also have provided us with their ideas in papers, letters and at meetings.

During this same period the Department has been re-examining its education policies in dialogue with the native people at regional and national levels.

I have visited many Indian communities, held open forums in many different places and settings. Always education is a prime topic for discussion.

We want to see native people making their own decisions and becoming fully involved in education. I know that when parents are closely and deeply involved with schools, the children get more support for their educational endeavours. That kind of two-way communication makes education more useful and more effective. Only when the people are involved can the classroom reflect the culture of the students. Only when culture is taken fully into account, can education be fully rewarding.

The Standing Committee stressed this in their report and I agree entirely. In some instances, their recommendations reinforce and strengthen existing policies and in others they point to new directions.

I share the Committee's deep concern over native pupils' problems, the school drop-outs and the low numbers who reach the higher grades. I will do everything in my power to remove the underlying causes of early school

...3

- 3 -

leaving and to help young native people prepare themselves for a wider range of employment opportunities. We will do this in partnership with the Indian and Inuit people and all others who are concerned. In the last two years for example the Indian people and the Department together have developed instructional materials for a more meaningful curriculum; native instructors are teaching native languages in both reserve and provincial schools; increased numbers of four and five-year olds attend band-operated kindergartens; and over two hundred Indian social counselors have been trained and are now employed assisting with the social problems encountered by students.

The policy paper "Indian Control of Indian Education" presented to me last December by the National Indian Brotherhood is the culmination of the search for a new direction in native education. I will leave it to Mr. George Manuel, President of the National Indian Brotherhood, to talk to you about this new policy paper which he and his colleagues have developed.

Let me say, however, that I and the staff of my Department consider the Brotherhood's paper as a significant milestone in the development of Indian education in Canada. I have given the National Indian Brotherhood my assurance that I and my Department are fully committed to realizing the educational goals for the Indian people which are set forth in the Brotherhood's proposal. In consultation and co-operation with the Indian organizations, my Department will begin immediately to effect the educational changes for the Indian people that they have requested.

...4

- 4 -

To achieve our objectives, new policies and programs must be developed. The new philosophy must be conveyed to our education personnel at every level. Attitudinal changes in our personnel and in society at large will require full co-operation of the Indian people in a concerted effort. Appropriate authority has already been obtained to transfer education programs to Indian bands. Discussions are being held with Treasury Board, the Public Service Commission, with the Public Service Alliance of Canada and with representatives of the Indian people to ensure that the interests of present staff employed on these programs are protected with respect to employment opportunities, salary rates and accumulated benefits.

The Brotherhood's policy paper deals with all areas covered by the recommendation of the Standing Committee's Fifth report. In summary, the issues brought out in the Fifth report were:- the need for increased involvement of native people in educational decisions for both federal and provincial systems; ways and means of providing native cultural content and native languages in school programs; the need for special training programs for native education staff; and improved post-school services particularly for university students. I accept in principle the recommendations of the Standing Committee's report but I want to give them the new emphasis dictated by the Brotherhood's paper.

Accordingly, to the extent that the Band Councils and local Indian education committees desire, they can assume the control of the Indian education program and can give it the direction they wish with assistance and support from the Department. There will be a changing role for the

...5

- 5 -

Department's Education services from that of an administrative function to one of providing professional service under Indian direction. We are prepared to effect changes in our organization and in our procedures which will assist in implementing the National Indian Brotherhood's policy in ways acceptable to the Indian people and in co-operation with them.

Specifically, the Department's immediate effort in native education will be in the following directions:

1. The Department will do everything possible to involve native people in school management and administration. It is now possible for Band Councils to manage, in part or as a whole, education programs both in-school and post-school. On request from Band Councils, my officials are ready to work out suitable arrangements for the transfer of control of education programs that bands wish to operate and for the required training to operate these programs.

There are already communities where the Indian people have taken the initiative and are now in the process of becoming involved directly and fully in the education of their children. At Blue Quills the Indian people have taken over the operation of the school and residence. In Saskatchewan, at the request of the Indian people, we have resumed management of some federal schools which the province took over a few years ago. Eventually, Indian people will be operating these schools as well as others across the country. The

...6

- 6 -

Department will be responsible for providing the facilities required for these education programs with the full involvement of Indian Bands in the planning process.

An Indian Education staff member has been given the responsibility of assisting Department staff and Bands in arranging for the transfer of control. In working out procedures the Department will not act unilaterally and the onus will be on individual bands to decide how far and how quickly they wish to assume control. Where requested, Band Councils and Education Committees will be provided training in school board management and administration.

Funds are also available for Bands to research and examine local education programs and to develop experimental and innovative projects. In the past year over twenty research and experimental projects in education were undertaken, most of them under Indian direction. They covered the areas of curriculum studies, pre-school, native language instruction, school planning and administration and post-school services.

2. There will be no transfer of the federal education program to a provincial system without the clear consent of the Indian people who will be fully involved from the initial planning to the final signature of the tuition or capital agreement; any provincial responsibility in Indian education will be derived from agreements between Band Councils, provincial authorities and the federal government.

...7

- 7 -

In the case of existing tuition agreements, band councils may at any time negotiate terms anew with provincial school boards. To improve services in connection with existing capital agreements, my Department is ready to assist band councils in the negotiation of tuition agreements through which the bands' requirements can be met. These services may include language teaching, curriculum enrichment, special counselling services and other programs desired by individual bands.

Sixty percent of Indian school children attend schools operated within the provincial systems and it is essential that those systems act to make education more consonant with Indian needs. I have already met with the Ministers of Education of the Provinces to discuss ways in which we can reinforce provincial programs for Indian students. I asked them to involve Indian people in the education of their children. We must have teachers and curricula which relate to the culture of the home or much effort will be wasted. This can only happen when the Indian people are involved in the schools and when they are adequately represented on provincial school boards.

In regard to curriculum enrichment there has been a positive response from the provinces. The Department of Education in British Columbia, Manitoba and Ontario have Indian consultants on staff and most provinces have some specific programs related to native educational needs.

...8

- 8 -

Most provinces either have or are planning legislation to enable Indian people to be elected to provincial school boards. There remain difficulties, however, regarding official representation from Indian communities and also on the degree of permissiveness which Boards have in implementing the legislation. I hope that in the near future the provinces and Indian bands can find ways to negotiate arrangements which are acceptable to the native people and which will give them a real role in decision making concerning their children. In this connection, my Department will provide liaison and whatever assistance is necessary.

I have also discussed required changes in native education with the Commissioners of the Yukon and the Northwest Territories respectively. Members will recall that the Yukon government completed recently a study on education in the Territory in which Indian needs were prominent. The new educational policy of the Yukon government includes the establishment of local school committees with enhanced duties and responsibilities in school staffing and programs. It will initiate curriculum modifications suited to Indian needs and will expand teaching of native languages and crafts.

In the Northwest Territories the new curriculum which emphasizes native content and native language instruction has received much publicity. Some years ago my Department developed native enriched

...9

- 9 -

school programs and materials and started in the Territories the first native teacher training program in Canada. The Territorial Government has expanded these programs and has included opportunities for instruction in the native languages.

3. The Native Cultural/Educational Centres Program was announced in June, 1972. This program provides financial grants in response to project proposals initiated by native people. The projects provide for native cultural retention and rejuvenation while encouraging new educational developments which are compatible with that culture.

A secretariat in my Department co-ordinates the total program and works directly with native groups to arrange the grants to set up new Cultural/Educational Centres or to provide continuing financing for already established Centres.

Forty-two million dollars has been allocated for the development of native Cultural/Educational Centres during the next four years. To date, nine centres have been approved and have received grants. They are: The Yukon Native Cultural/Educational Centre in Whitehorse, Yukon Territory; The Old Sun Centre, on the Blackfoot Reserve at Gleichen, Alberta; the Alberta Indian Association Centre at Edmonton, Alberta; the Saskatchewan Indian Centre at Saskatoon,

...10

- 10 -

Saskatchewan; the Kewatinung Institute at Sault Ste. Marie, Ontario; the Native North American Studies Institute at Montreal and La Macaza, Quebec; the Nishnawbe Institute in Toronto, Ontario, and the Heritage Centre in Fredericton, New Brunswick. Several other proposals from various parts of Canada are now under consideration by the secretariat and I expect to be able to announce further grants in the near future.

I see the Centres as places and programs in which the cultural heritage of native people will be restored, strengthened, and transmitted both to native people and to the total Canadian society.

These Centres can also be a resource for new educational probes to make education for native people more relevant. If these goals are achieved, a very real contribution will have been made toward the development of the deserved pride and self-esteem of native people in Canada.

4. Special efforts are underway to adapt curricula to Indian needs and to enrich school programs with Indian content. Many outstanding teaching units have been developed on the historical background, customs and culture of various Indian tribes. There are several Indian studies programs conducted in both federal and provincial schools. At the Ermineskin School, Alberta, parents, students and teachers are developing Cree instructional materials and methods.

...11

- 11 -

At Lac La Ronge there are special programs for native children in mathematics and ecology. Four major curriculum kits on Canadian Indians have been developed for school use, three of them under Indian direction.

In a number of these developmental studies the staff from university faculties of education are invited to work with Indian parents and teachers to produce course units related to Indian needs. Across the country Indian people have formed local curriculum committees to further this work. There are also Indian education resources centres in each Region to assist schools in developing programs and materials for courses in Indian history and culture.

Special emphasis is being placed on the provision of pre-school classes, with the use of the native language where the parents so request. Indian people are invited to operate pre-school classes under funding arrangements with the Department. On Manitoulin Island an experimental program for three-year olds is being conducted by local people assisted by the Ontario Institute for Studies in Education with funding shared between the Province of Ontario and my Department.

My Department will also assist teachers in provincial schools to take courses in inter-cultural education. By 1975 it is planned that all teachers in federal schools will have taken courses in inter-cultural education and native studies.

...12

5. At the request of Indian bands and organizations native language instruction is being provided in an increasing number of schools both federal and provincial. Training programs for native language instructors have been established and research projects are underway to collect native stories and to develop dictionaries and grammars for various Indian linguistic groups.

In British Columbia, language research is being conducted in at least fifteen tribal areas. The elderly are telling Indian stories and legends; their children and grandchildren record the stories on tape and in writing; they translate them into English and store them by computer. By this means native story collections for schools and other groups both Indian and non-Indian are readily available. In other provinces, native language committees conduct language research and provide instruction in the local native languages.

The number of teachers and teacher-aides who are fluent in the native language of the community will be increased. Specialized teacher training programs to increase the number of qualified Indian teachers are provided at Chicoutimi, Brandon, Saskatoon, Calgary and others will be established in the near future.

6. In the last six years the number of Indian students attending university has increased five-fold from about 150 in 1967 to almost 800 this year. This is attributable primarily to the aspirations of Indian people for higher education and professional development. Secondly, the special arrangements made by the universities for

- 13 -

mature matriculants allows capable adults whose early education has been interrupted to enrol in universities.

My Department provides a living allowance to university students based on the Department of Manpower's Training Allowance Schedule which ranges from \$51 per week to higher amounts in relation to the number of dependents. In addition, funds are provided for tuition, travel and in some cases for clothing or special equipment.

In most university locations there are counselling and tutorial services available from the university or from Departmental counsellors in the community. For all special university programs for native people a counselling component is an integral part of the program.

In conclusion, my Department is planning a continuing dialogue with the National Indian Brotherhood, the provincial Indian Associations and local Band Councils and Education Committees. Implementation will not be rushed nor forced nor otherwise brought into existence except as requested by Indian parents or bands or other local community organizations representative of Indian parents. The Department desires to work constructively with Indian communities on a partnership basis which encourages full, free and frank discussion and which places major responsibility for educational decisions and directions in the hands of the Indian community concerned. The Department's role will increasingly become that of a service function to which Bands can turn as they feel the need for consultation, for

- 14 -

discussion, and for provision of specialized educational services; however, the control and responsibility will rest with the Bands to chart their educational course seeking whatever assistance they require from whatever source they desire.

I recognize that a policy irrespective of how well conceived cannot be perfect for all time or for all situations at a point in time. Clearly we will expect and desire that the N.I.B. will, from time to time, update and modify its educational policy and that the application will vary from community to community as communities see and express the need for change in the educational offering.

The Standing Committee's report referred to the desirability for "models of excellence" in native schooling. In the publication "This Magazine Is About Schools", a writer asks "Isn't excellence something that happens by itself when a human being is given room to grow - and a reason for growing?". It is my hope that from this time on the native people in Canada will feel they have at last been given room to grow with clear reason and with aspirations that are ultimately fulfilled.

April 13, 1978

INDIAN EDUCATION STATISTICS NOTES FOR MINISTER

Table 1 Indian Student Enrolment - Kindergarten, Elementary, Secondary and Post-Secondary for 1960, 1965, 1968, 1971 and 1972

| | <u>1960</u> | <u>1965</u> | <u>1968</u> | <u>1971</u> | <u>1972</u> |
|-------------------------|-------------|-------------|-------------|-------------|---------------|
| Kindergarten | 2,911 | 3,660 | 5,699 | 8,206 | 8,215 |
| Elementary (Grades 1-6) | 31,225 | 38,929 | 40,331 | 43,036 | 43,242 |
| Secondary (Grades 7-12) | 7,493 | 12,280 | 15,045 | 19,822 | 20,796 |
| University | 91 | 177 | 247 | 639 | Not available |
| Vocational Training | 356 | 1,244 | 2,019 | 5,555 | Not available |
| Upgrading | 60 | 1,387 | 1,443 | 10,580 | Not available |
| Adult Education | 400 | 2,753 | 13,142 | 24,745 | Not available |

Table 2 Student Retention - Elementary, Junior Secondary and Senior Secondary Percentage for 1967 and 1972

| | <u>1967</u> | <u>1972</u> |
|--|-------------|-------------|
| Percentage completing elementary school (grade 6) | 71% | 80% |
| Percentage completing junior secondary school (grade 8) | 48% | 59% |
| Percentage completing senior secondary school (grade 12) | 10% | 16% |

Table 3 Indian Student Progress - by Age and Grade for 1971

| | <u>1971</u> |
|--|-------------|
| Students in expected grade for their age | 40% |
| Students in advanced grade for their age | 2% |
| Students in lower grade for their age | 58% |

- 2 -

Table 4 Indian Students Place of Residence - While Attending School
for 1969-70 and 1972-73

| | <u>1969-70</u> | <u>1972-73</u> |
|--|----------------|----------------|
| Students attending school from home | 82% | 85% |
| Students attending school from student residence | 12% | 7% |
| Students attending school from boarding home | 6% | 8% |

Table 5 Local Indian Education Committees - For 1967-68 and 1972-73

| | <u>1967-68</u> | <u>1972-73</u> |
|-----------------------------|----------------|----------------|
| No. of Education Committees | 72 | 246 |

Table 6 Agreements with Provincial School Authorities - For 1967-68
and 1971-72

| | <u>1967-68</u> | <u>1971-72</u> |
|---------------------------------------|----------------|------------------|
| Individual School Boards | 380 | 533 |
| Provincial Departments of Education) | New Brunswick | New Brunswick |
|) | Yukon | Manitoba |
|) | | British Columbia |

Table 7 Number of Colleges and Universities Offering Courses in Inter-
Cultural Education and/or Native Studies - For 1967-68 and
1972-73

| | |
|---------|----|
| 1967-68 | 2 |
| 1972-73 | 16 |

Table 8 Number of Education and Social Counsellors - For 1968 and 1972

| | <u>1968</u> | <u>1972</u> |
|-----------------------|-------------|-------------|
| Education Counsellors | 176 | 186 |
| Social Counsellors | 0 | 225* |

* Less than 20 of these are employed by provincial school boards

000173



Joint Release

of the

Department of Indian Affairs and Northern Development

and the

National Indian Brotherhood

on Indian Education

COMMUNIQUE

Appearing before the House of Commons Standing Committee on Indian Affairs and Northern Development as witnesses on May 24th, were the Honourable Jean Chrétien, Minister of Indian Affairs and Northern Development, and Mr. George Manuel, President of the National Indian Brotherhood.

The purpose of this dual appearance was to appraise the Committee on the progress made by the Department of Indian Affairs and the National Indian Brotherhood in relation to the Committee's Fifth Report in 1971 concerning Indian education in Canada.

The Committee's Fifth Report stressed, in the main, the concept of Indian parental control of their children's education. This point was supported by both the Minister and the National Indian Brotherhood at the time the Report was released. In the interests of expanding the statements and suggestions made by the Committee to the House of Commons, the Department and the National Indian Brotherhood began to work in close collaboration in determining a new path for Indian education in future years. This led to the National Indian Brotherhood developing, through a series of meetings at the band, regional and national level, a statement (INDIAN CONTROL OF INDIAN EDUCATION) that embodied the hopes and views of Indian parents. This paper was presented to the Minister and his Department in December of 1972.

Since December of last year, the Department has been studying and analysing the policy changes necessary to bring the Department's education programme into line with the National Indian Brotherhood submission. This analysis is now complete and the Minister, in

his opening statement to the Committee stated, "I have given the National Indian Brotherhood my assurance that I and my Department are fully committed to realizing the educational goals for the Indian people which are set forth in the Brotherhood's proposal."

Both the Minister and Mr. Manuel agreed in their respective statements to the Committee that mere acceptance is not sufficient and that to completely carry out the designated goals found in Indian Control of Indian Education, it would be necessary for the Department at all levels to co-operate fully with Indian parents, bands and associations and that there must be continuing dialogue between the Department and the National Indian Brotherhood to insure eventual achievement of all goals.

To satisfy the need by both sides for continuing consultation, the National Indian Brotherhood has accepted the Minister's invitation to set up a joint mechanism for the successful implementation of the new policy.

In Mr. Manuel's verbal statement to the Committee, he stressed that although the education policy implementation was far from complete, it was cause for optimism. He also carried this feeling over to other areas of prime concern to Indian people, such as economic development, Indian rights, housing and the re-drafting of the Indian Act. Mr. Manuel said that success of this particular area (Education) gives him and the people that he represents hope that when government decides that changes are necessary they will be made. He also said that this venture has, to some degree, bolstered his hopes for a complete and honest consultation process with the federal government. In conclusion, he thanked the Committee for the work that they had done in pushing for this re-appraisal of policy.



Joint Release

of the

Department of Indian Affairs and Northern Development

and the

National Indian Brotherhood

on Indian Education

Appearing before the House of Commons Standing Committee on Indian Affairs and Northern Development as witnesses on May 24th, were the Honourable Jean Chrétien, Minister of Indian Affairs and Northern Development, and Mr. George Manuel, President of the National Indian Brotherhood.

The purpose of this dual appearance was to appraise the Committee on the progress made by the Department of Indian Affairs and the National Indian Brotherhood in relation to the Committee's Fifth Report in 1971 concerning Indian education in Canada.

The Committee's Fifth Report stressed, in the main, the concept of Indian parental control of their children's education. This point was supported by both the Minister and the National Indian Brotherhood at the time the Report was released. In the interests of expanding the statements and suggestions made by the Committee to the House of Commons, the Department and the National Indian Brotherhood began to work in close collaboration in determining a new path for Indian education in future years. This led to the National Indian Brotherhood developing, through a series of meetings at the band, regional and national level, a statement (INDIAN CONTROL OF INDIAN EDUCATION) that embodied the hopes and views of Indian parents. This paper was presented to the Minister and his Department in December of 1972.

Since December of last year, the Department has been studying and analysing the policy changes necessary to bring the Department's education programme into line with the National Indian Brotherhood submission. This analysis is now complete and the Minister, in

Communication

DUNGAVA BAY DISTRICT
DISTRICT DE LA BAIE
D'UNGAVA

SEP 5 1973

FILE NO:.....

REF. NO:.....

1141, route de l'Eglise,
(C.P. 8300), QUEBEC, P.Q.
G1V 4C7

Monsieur A. Gill,
Vice-président - Education,
Association des Indiens du Québec,
Réserve indienne,
Village Huron, P.Q.

10 août 1973.

301/25-1 (RLB)

Cher monsieur Gill,

J'accuse réception de votre lettre du 25 juillet 1973 accompagnant le document sur l'éducation présenté au Conseil d'administration de l'Association des Indiens du Québec et adopté lors de la réunion des 5, 6 et 7 juin dernier.

Vous m'avez informé par la suite qu'un plan d'action était en voie de préparation. Il serait apprécié que ce plan détaillé nous parvienne de façon à ce que nous puissions déterminer jusqu'à quel point nos ressources peuvent contribuer à vous aider dans la poursuite de ce plan. Etant donné nos moyens limités et les dangers de prolifération qui peuvent exister tant au niveau du personnel qu'au niveau des budgets, surtout si nous en arrivons à une duplication de services et d'efforts, j'attends le retour de vacances de M. Lepage pour vous inviter, ainsi que ceux que vous voudrez bien voir vous accompagner, pour examiner les ressources que nous avons et discuter des rôles respectifs que nous au sein du Ministère et vous-même au sein de l'Association pouvons jouer.

Ceci devrait avoir lieu vers la fin d'août ou au début de septembre.

Bien à vous,

Le Directeur régional,

ORIGINAL PAR
BY
R.L. BOULANGER

R.L. Boulanger.

c.c.: Monsieur J. Ciaccia. (avec pièce jointe)

Districts: Val d'Or, Montréal, Pointe-Bleue, Sept-Iles,
Baie d'Hudson et Baie d'Ungava.

Section Education.

Monsieur J.Y. Lepage.

000178

UNGAVA BAY DISTRICT
DISTRICT DE LA BAIE
D'UNGAVA

AOUT 13 1973

FILE NO.

REF. NO.



Δεσ<ΔΑ<LΔ Ρ<Δ C96σ>Δ bL>

COMMISSION SCOLAIRE

nouveau québec

2.900, QUATRE-BOURGEOIS STE-FOY

QUEBEC 10 (418) 658-0010

bσbσCε Γ'δCLUΔ° Δ'9V°
SCHOOL COMMISSION

le 28 mai 1973

Monsieur Marcel Jutras
Coordonnateur de l'Arctique
Ministère des Affaires indiennes
1141, route de l'Eglise
Ste-Foy

380/25-1
381/25-1

Cher monsieur,

Nous désirons vous aviser que la commission scolaire du Nouveau-Québec n'assumera plus, à partir du 1er juillet 1973, le remboursement des comptes ou des charges faites auprès de votre organisme par le personnel à l'emploi de la commission scolaire à moins que ce personnel puisse remettre à votre responsable un document (commande d'achat, lettre de créance ou autorisation spéciale) dûment signé par l'administrateur de la commission scolaire.

Nous tenons à préciser ici qu'il s'agit du personnel enseignant, du personnel dirigeant et du personnel technique qui est à notre emploi à titre permanent ou occasionnel et qui effectuent des transactions avec votre organisme pour des fins personnelles ou pour les fins de la commission scolaire.

Ces factures concernent généralement les repas, les couchers, les achats de nourriture ou de matériel, le transport ainsi que toute autre transaction qui implique des déboursés de la part de la commission scolaire ou des recouvrements d'argent.

PM.

photocopier posté aux 2 districts du Nord
(Banc d'Inuit et d'Anguilla) le 29/5/73 (R.D.)

.../2

12:52 MAY 29 1973



Indian and
Northern Affairs

Affaires indiennes
et du Nord

OTTAWA, Ontario K1A 0H4
April 19, 1973

All Regional Superintendents of Education
All District Superintendents of Education

Your file Votre référence

Our file Notre référence

1/25-1 (E70)

Cancellation and Revision of
Education Branch Letters

The subjects of this memorandum are:

1. The Education Branch Letters Nos. 1 to 74 which were distributed to field officers in the period 1966 to 1970.
2. Chapter 11 of the Indian Affairs Branch Field Manual published July, 1962.

1. Education Branch Letters:

It is proposed to cancel the Education Branch Letters listed in Attachment A. The reason for cancellation is either that the material is no longer applicable or that it is covered by other manuals or directives such as the collective agreement, the personnel manual, the departmental directives manual, etc.

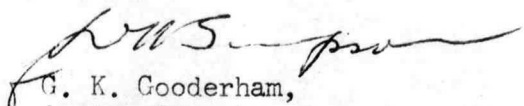
In addition, the Education Branch Letters listed in Attachment B are being revised or incorporated in new education program guidelines.

2. Field Manual:

Section 11 of the Field Manual which relates to education is no longer applicable except in those cases where no other authority or guidelines exist. At present, a committee is identifying these sections of the Field Manual, if any, which might be still applicable.

Your comments on or objections related to these cancellations should be submitted within one month from receiving this memorandum.

PM.
Attach.


G. K. Gooderham,
Acting Director,
Education Branch.

EDUCATION BRANCH LETTERS TO BE CANCELLED

| <u>LETTER NO.</u> | <u>SUBJECT</u> |
|-------------------|---|
| 1 | Education Division Field Handbook |
| 4 | Termination of Employment -- Teachers |
| 5 | Appointment of District School Superintendents in Exempt Positions and of School Principals |
| 6 | Teacher Transfer |
| 7 | Employee Evaluation Manual |
| 10 | Annual Salary Increments |
| 11 | Commuting Allowances - Income Tax Returns |
| 14 | Joint Schools |
| 15 | Teacher Documentation |
| 17 | Recreational Reading -- Hostels |
| 18 | Teacher Transfers Between Branches |
| 23 | Policy Implementation -- High School Education |
| 25 | Pupil Distribution by Grade |
| 26 | Complete Education |
| 27 | Establishment |
| 28 | School Accommodation |
| 30 | High School Enrolment: Analysis of Residential Status |
| 31 | Guidance Services in Schools |
| 32 | Days on Which Schools Shall be Kept Open |
| 35 | Employment of Unqualified Teaching Staff |
| 36 | Comments on Current Trends in Indian Education |
| 41 | High School Enrolment: Analysis of Residential Status |

Attachment A

- 2 -

| <u>LETTER NO.</u> | <u>SUBJECT</u> |
|-------------------|--|
| 42 | Distribution of Principal's Monthly Report |
| 49 | Appointments of Teachers |
| 50 | The Emerging In-School Program |
| 51 | Indian Act, Section 119 |
| 52 | Public Library Service to Indian Bands |
| 53 | Liaison Provincial Departments of Education |
| 56 | Indian Day School Regulations Indian Residential School Regulations |
| 57 | Kindergarten Program |
| 58 | Hours of Operation of Federal Schools |
| 60 | Pupil Distribution by Grade |
| 62 | The Five-Year Survey of School Beginners |
| 63 | Research Guidelines -- 1970-71 |
| 65 | What is Happening in Grade One? |
| 66 | Allowance for Guidance and Vocational Counsellors |
| 71 | Promotion of Teachers |
| 72 | Young Indian Naturalists |
| 73 | Educational Assistance |

Attachment B

EDUCATION BRANCH LETTERS TO BE REVISED

| <u>LETTER NO.</u> | <u>SUBJECT</u> |
|-------------------|--|
| 2 | District School Superintendent -- Annual Reports |
| 3 | Kindergarten Instruction |
| 8 | Inspection Reports |
| 9 | School Establishment |
| 12 | Teachers' Professional Classification Schedule |
| 13 | Certification Evaluation |
| 16 | Library Books |
| 19 | Curriculum Guidelines for Federal Schools |
| 20 | Educational Leave Planning |
| 21 | Employment of Substitute Teachers |
| 22 | Certificate Evaluation |
| 24 | Joint School Program |
| 29 | Writing for Publication |
| 33 | Continuous Promotion |
| 34 | Teacher Caution List |
| 37 | Grants to Band Councils: School Committees |
| 38 | Grant to Band Councils: School Programs |
| 39 | Report on Textbooks |
| 40 | Kindergarten Attendance Register |
| 43 | Current Status of Teaching Staff |
| 44 | Payment of Removal Expenses of Teachers Initial Recruitment |
| 45 | Student Residences -- Homework Supervision |

Attachment B

- 2 -

LETTER NO.

SUBJECT

| | |
|----|--|
| 46 | Superannuation on Transfer to and from Provincial Employment |
| 47 | Joint School Submissions |
| 48 | Mother Aide Training Indian and Eskimo Communities |
| 54 | Transfer of Indian Educational Services to Provincial School Boards |
| 55 | Extension of Employment for Teachers Beyond Age 65 |
| 59 | Community Library Services |
| 61 | Indian Culture Content in the Curriculum |
| 64 | Instruction in Indian Languages |
| 67 | Information to be provided to Teachers prior to Appointment and Posting |
| 68 | Reporting Time for Guidance and Vocational Counsellors |
| 69 | Hospitality Provided by Guidance and Vocational Counsellors to Indian or Eskimo Students |
| 70 | Maintenance Work - School Facilities |
| 74 | Pedagogic Leave -- Education Group |

Department of
Indian Affairs and
Northern Development



Ministère des
Affaires indiennes et
du Nord canadien

Mr. W. Buell
Superintendent of Education
Government of The Northwest Territories
Frobisher Bay, N.W.T.

Fort-Chimo, Arctic Quebec
Ungava Bay District
April 11, 1973

our file/notre dossier
your file/votre dossier

380/25-1

Dear Mr. Buell,

During the past two years we have heard several rumours to the effect that the population of Port Burwell will be dispersing to the various communities of Ungava Bay that come under the administrative jurisdiction of the District Office at Fort-Chimo. We realize that in almost all cases these rumours have no foundation. However, during the past two months the rumours have increasing in number and we would like if possible to clarify the situation. The information we have received at this time would indicate that the majority of the population would be moving to George River.

If this should be the case it may necessitate the addition of a classroom and teacher. The Community Affairs Section is equally concerned over the possibility of constructing accommodation for these people.

We have been informed that the Commissioner or his assistant has been or will be travelling to Port Burwell shortly to determine the future of this settlement.

To facilitate our needs for the immediate future could you inform me of any information you may have that would clarify these rumours.

Thank you for your attention,

Sincerely,

Warren Halligan
Supervisor of Education
Eskimo Affairs Program

WH/lr

000186



Indian and
Northern Affairs

Affaires indiennes
et du Nord

1141 Route de l'Eglise, Ste.Foy,
C.P. 8300,
Québec, P. Qué. GIV-4C7

le 6 avril 1973

*Superviseur en éducation,
Baie d'Ungava*
Aux détenteurs de l'annuaire
mentionné ci-dessous.

Your file Votre référence

Our file Notre référence 301/25-1 (GD)

Annuaire 1973 - Section Education
Bureau central

Nous vous transmettons, sous pli, un exemplaire de l'annuaire 1973 pour la Section Education, publié par le Bureau central.

Nous avons constaté que plusieurs modifications devront être apportées, en ce qui concerne notre région, tant au point de vue du bureau régional que celui des districts.

Par conséquent, avec les changements majeurs qui seront faits d'ici quelque temps au sein de notre organisation, nous devons au cours du mois de mai, transmettre à Ottawa des feuilles complètes modifiées pour remplacer celles qui s'avèrent incorrectes.

Brenier
pour/le Directeur régional adjoint
intérimaire - Education,
C. Paradis.

AN
p.j.

RM

| |
|--|
| UNGAVA BAY DISTRICT DISTRICT DE LA BAIE D'UNGAVA |
| AVR 20 1973 |
| FILE NO..... |
| REF. NO..... |

EDUCATION BRANCH DIRECTORY

1973

| | <u>Page</u> |
|---|-------------|
| SECTION I HEADQUARTERS STAFF | 2 |
| SECTION II STAFF BY REGION AND DISTRICT | 5 |
| SECTION III PLACEMENT STAFF BY REGION | 37 |
| SECTION IV FEDERAL SCHOOLS BY REGION AND DISTRICT | 41 |
| SECTION V STUDENT RESIDENCES | 65 |
| SECTION VI PROVINCIAL SCHOOLS BY REGION AND DISTRICT | 70 |
| SECTION VII REGIONAL AND DISTRICT SUPERINTENDENTS OF EDUCATION | 87 |

MARCH 1973

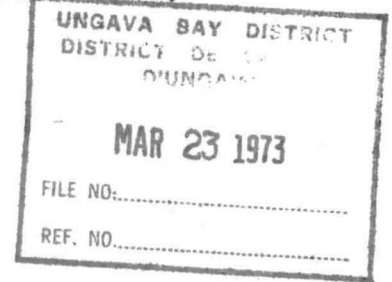
000189



Indian and
Northern Affairs

Affaires indiennes
et du Nord

Québec, le 21 mars 1973.



A tous les Districts et
agences

Your file Votre référence

Our file Notre référence 301/25-1 N.N.A.S.I. (GL)

Projet de recrutement

Vous trouverez ci-joint copie d'un document couvrant les principes du fonctionnement pour le programme de recrutement pour l'année 1973-1974. L'accent sera mis cette année sur la participation et la responsabilité des districts envoyeurs et en conséquence nous vous demandons de nommer un conseiller de votre district qui sera responsable avec un "recruteur" de l'Institut pour la réussite du programme.

Il y a une session de préparation pour les conseillers de la région avec les recruteurs de façon à établir clairement ensemble tous les détails relatifs avec procédures à suivre.

Il est à noter que les conseillers que vous choisirez doivent être capable de comprendre et de s'exprimer en anglais. Le lieu et la durée de la rencontre vous seront confirmés par téléphone.

Ghyslaine Lemay,
Surveillant régional en,
Education aux adultes.

GL/lg

NATIVE NORTH AMERICAN STUDIES INSTITUTE

2050 Boul. De Maisonneuve Ouest
La Renaissance Bldg., Suite 202
Montreal 108, Quebec, Canada
Tel.: (514) 933-7360
Telex 01-20716



G. WILLIAM CRAIG
Executive Director

An Organization Dedicated to Native North Americans

NATIVE STUDENT RECRUITMENT PROGRAMME.

The Native Student Recruitment Programme is only one of the many programmes implemented by the Native North American Studies Institute, but is an integral part of the Institute in the recruitment of native students interested in higher education.

As stated in the preamble of the Institute, the primary purpose of the Institute "is to promote meaningful CEGEP and University level programmes to assist native students in acquiring academic training relevant to their needs and developing their personal potential, and to serve the Indian, Eskimo and Metis peoples of eastern Canada in preserving and developing their cultural heritage." Therefore, the specially designed recruitment programme serves in the very vital function or role of seeking out and encouraging native youths to greater educational and cultural aspirations or attainments.

In spite of the recruitment programme being relatively new, it is interesting to note the good progress made last year during the summer of 1972. The recruitment programme was first financed by "Opportunities for Youth" monies, which provided the means whereby native students could be hired to recruit other native students for the academic school year of 1971-1972. As a result of this assistance, the native student enrollment jumped from 17 in the 1970-1971 period to approximately 70 students in the 1971-1972 period, and since the period of 1972-1973, the native student enrollment jumped from 70 in the 1971-1972 period to over 120. During the entire recruiting period, which extended from April 17th, 1972 to October 1st, 1972,

native students visited all the eastern provinces and recruited students as far west as Winnipeg.

Last year, a student committee working with the Institute prepared and submitted a proposal to the "Opportunities for Youth" programme to continue the recruiting programme but it was not accepted. Recognizing the need for such a programme, the NNASI, using the same format as the proposal for "Opportunities for Youth", began its own programme starting April 1st, continuing until May 23rd, 1972. At that time, the recruiting programme was accepted by Indian Affairs and the sum of \$37,848 was given to the Institute for the programme.

- a) The area to be served this year by our recruitment service will consist primarily of eastern Canada. The areas of Ontario, Quebec and the Maritime Provinces will be divided into sub-regions, using the maps and other designations made by Indian Affairs. This proved to be a very successful programme last year as not only did the programme serve to contact 150 students of whom more than 120 were recruited, but gave employment to 17 native students who were able to use the money for food, clothing etc, when they returned to school.
- b) Recruiters will be working in close association with one education counsellor from each district (DIAND), and reports to the regions and districts will be done on a weekly basis.
- c) Establish strong selection criteria for native recruiters, considering the listed requirements:
 - 1. Their background experience, training, ability.
 - 2. Their knowledge of the area assigned to, language of the people living in that particular area, and if any peculiar customs or protocol are involved.

3. Familiarity with the University atmosphere and character, and the courses offered, credits and their availability.
4. Clarity of understanding about the procedures, housing arrangements, transportation, and types of financial support from various agencies for students.

d) An orientation session, consisting of approximately 40 hours, to adequately equip the counsellors and recruiters for their expected responsibilities.

e) The recruitment programme to employ 11 native student recruiters for a period of 14 weeks, to recruit a minimum of 350 native students for fall 1973.

f) The recruiting committee will be made up of the following individuals who will act as senior advisers to the programme. Professor G. William Craig, Director of the NNASI, Mr G. Lemay, Regional Counsellor for Adult Education - DIAND - Quebec office and Mr Aurelien Gill, Assistant Regional Director of the DIAND - Quebec office. This committee will establish a programme whereby those students who are participating in the 1973 recruitment programme can be brought together for a special training programme with the counsellors who will be involved with the said programme. The orientation will consist of 40 hours of training in all aspects of recruiting. This orientation will take place at the cultural centre at La Macaza and will be under the direction of DIAND and NNASI. Recruiters and counsellors will be involved in programmes that offer the students a choice of facilities and vocations, methods of reporting, methods of recruiting, student guidance and counselling, role playing and all other necessary factors involved in the recruiting of students for higher education.

g) In addition to the senior advisors, the programme will also have the following members assigned to it. Mr Remi Savard, Director of the NNASI office in Quebec City (to be paid for by NNASI), Mr Clifford Diabo, Co-Ordinator, and eleven students. Every effort will be made to reach both French and English speaking native students on their reserves and in their individual homes, using recruiters who are compatible linguistically.

h) Because in past years funds were received at a very late date, it prevented a recruiter from contacting students whilst they were yet enrolled in their respective schools. This necessitated additional time spent in contacting students in their individual homes. The committee feels that we must begin recruiting no later than April 15th if we are to reduce time, cost and effort.

In addition to the recruiting of students for the cultural/educational centre at La Macaza for the CEGEPs and Universities in the province of Quebec and giving employment, the recruiting committee feels that the results of the meetings and techniques supplied to Indian Affairs will be of great value in weighing and evaluating such programmes for the future with respect to its good points, mistakes and remedies.

The programme will also supply Indian Affairs with data about each student from a psychological and medical point of view, as well as student preference in occupational and professional desires. It is felt by the committee that a considerable effort by this kind of recruitment develops more than just a simple interest in higher education on reserves because it gives a wide variety of choices and alternatives to native people.

The students to be recruited will be from four or five categories:

1. The student who has completed high school and wishes to go into higher education, university or CEGEP level.
2. The students who have or have not completed high school and who would like to take vocational-technical training at La Macaza or any vocational-technical programmes existing in Quebec or Montreal.
3. This category consists of those who dropped out of school and feel they are too old to go back. Special courses aimed at up-grading their present educational level to meet the criteria of CEGEP or university and to offer up-grading programmes through vocational-technical programmes.
4. To help those who left school between the third and fourth grade. They can benefit up-grading academically or vocationally or both.

BUDGET PROPOSAL

| | <u>Quebec</u> | <u>Maritimes-Ontario</u> |
|--------------|---------------|--------------------------|
| Recruiters | \$6,300 | \$7,560 |
| Co-ordinator | \$1,500 | \$1,500 |
| Secretary | \$1,000 | \$1,000 |
| Operation | \$1,500 | \$1,500 |
| Travel | \$6,000 | \$7,000 |
| Meetings | \$1,400 | \$1,400 |
| | <hr/> | <hr/> |
| | \$17,700 | \$19,960 |

GRAND TOTAL: \$37,660.00

MEETINGS

- Meeting - April 2nd to April 6th (40 hours) at "La Macaza"
- Meeting - June 4th, 2 day re-evaluation of everything done.
- Meeting - Week of September 10th, 2 or 3 days with Indian Affairs, students, co-ordinators.



Indian and
Northern Affairs

Affaires indiennes
et du Nord

Mr. Warren Halligan,
Superintendent of Education,
Department of Indian Affairs
and Northern Development,
Ungava District,
FORT CHIMO, P.Q.

Ottawa Ontario, K1A 0H4
March 19, 1973.

Your file Votre référence

Our file Notre référence 680-1-15

380 / 25-1

Dear Mr. Halligan:

Surplus Equipment at Churchill

I am making arrangements to have the items that are surplus to our requirements at Churchill, which you select in May, to be shipped to you at no cost by aircraft on June 26. I will discuss this with you at a later date.

Yours sincerely,

Ralph Ritcey,
Superintendent of
Vocational Education.



Indian and
Northern Affairs

Affaires indiennes
et du Nord

Mr. Warren Halligan,
Superintendent of Education,
Department of Indian Affairs
and Northern Development,
Ungava District,
FORT CHIMO, P.Q.

Ottawa Ontario, K1A 0H4
March 16, 1973.

Your file Votre référence

Our file Notre référence 680-1

380 / 25-1

Dear Mr. Halligan:

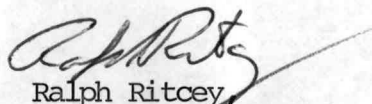
Report by J. McArthur

Thank you for your comprehensive letter of February 28 commenting on Mr. J. McArthur's report on Inuit students. Your letter has been duplicated and made available to the Counsellors on a confidential basis and was the subject of discussion at a meeting that we held on March 13. The points that were raised in your letter will be considered and acted on if possible. Every effort will be made to improve the counselling services in Ottawa and while money does not solve problems, we are prepared to increase the amount of funds available for recreation and other needs.

Our entire Counselling staff in Ottawa is busy all year round, but if you believe that it would be desirable, I would be prepared to send one or two Counsellors to your District during the summer for a brief visit to explain the conditions in the South and to get acquainted with the students and their parents. This would be at our expense and the visit would be brief.

Once again, I wish to express the appreciation of our entire staff for your comments.

Yours sincerely,


Ralph Ritcey
Superintendent of
Vocational Education.

Department of
Indian Affairs and
Northern Development



Ministère des
Affaires indiennes et
du Nord canadien

Churchill Vocational Centre,
Fort Churchill, Man.
March 12, 1973.

our file / notre dossier

your file / votre dossier

380/25-1

Mr. Warren Halligan,
Supt. of Education,
Fort Chimo, P.Q.

Dear Warren:

Received your message through Ralph last week. A hotel receipt is attached. Although we have not received medical documents on Partridge to date, we are grateful for your assistance.

You are invited to attend the Graduation Dinner on Friday, 11 May. A reservation for accommodations at the Hudson has been made on your behalf anticipating your acceptance.

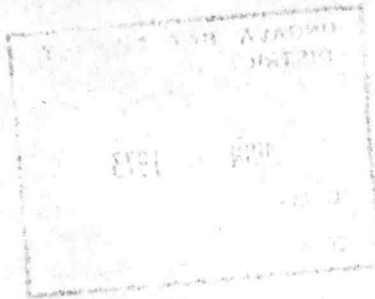
The Recommendation Board will sit either on the weekend of 14th and 15th of May, depending on the urgency of your return. Graduation Certificates shall be issued prior to the students return home. The Charter Flight to your region goes 22 May. Would you please let us know early in May if we can expect you here on the dates indicated above. We look forward to seeing you then.

Yours sincerely,

J.A. Provins,
Principal.

Att:

W.H.



2/...

Les difficultés que nous rencontrons présentement dans le recouvrement des comptes recevables auprès de notre personnel nous obligent à adopter une politique de contrôle plus restrictive que nous aurions aimé éviter.

Vous remerciant de votre collaboration, je vous prie de me croire,


Jean Durand
Administrateur général

12389 MAY 23 1973





GOVERNMENT OF THE NORTHWEST TERRITORIES
CANADA

PLEASE QUOTE

FILE

Frobisher Bay, N.W.T.
March 5, 1973.

380 / 25-1

Neil Creig:- Special Assistant,
Northern Quebec Inuit Association,
Fort Chimo, Quebec.

Dear Mr. Creig:

Thank you for your letter dated February 8. I am sorry to have taken so long to reply but we have been having a very busy time with, among other things, our Baffin Region Teachers' Conference.

I presume that the Federal superintendent of education for the Ungava Bay District knows a Mrs. Bourke who works for the Quebec Regional Superintendent of Education (Federal Gov't) securing materials appropriate for use in Eskimo schools. Mrs. Bourke has established a good working relationships with our Curriculum Section in Yellowknife:- they send her copies of new materials produced, etc. I recommend you establish contact with her through Warren Halligan.

More specifically, there has been a Northern Reading Program in syllabics developed in the Keewatin Region which will soon be printed in Yellowknife. And in our Baffin Region we have translated the 16 book "Arctic Reading Program" into Eskimo syllabics: this also will soon be printed. In addition to this, Mr. Paul Robinson, Chief of Curriculum Division, Dept. of Education, Gov't of the Northwest Territories, Yellowknife, recently informed me that he has an additional 12 books at the printers and these should be available in Eskimo within 4 months time.

I have spent considerable time in Arctic Quebec: 3 years at Ivuyivik and 3 years at Great Whale River. My wife is from Ivuyivik. We have a considerable number of friends and relatives in Arctic Quebec and still have a great interest in that part of the north. Because of this interest, at the same time that I am collecting books and materials in Eskimo language to set up libraries for Eskimo adults in each Baffin Region community I am also securing enough copies of each thing so that each settlement in Arctic Quebec can be sent a set also. We plan to continue collecting for the 6 months or so, and send out the materials towards fall, possibly to the Community Council Presidents who will consult with the people of his community to determine where they want the library to be set up. If you wish I can send you a list of the materials we have collected so far.

I hope this is the information you were requesting.

Sincerely,

Karl Kristensen

Kristensen/mk

Assist. Supt.; Baffin Region
Education

000203

ᐃᐃᐃᐃ ᐃᐃᐃᐃᐃᐃᐃᐃ ᐃᐃᐃᐃ ᐃᐃᐃᐃᐃ
Northern Quebec Inuit Association
ᐃᐃᐃᐃ

Ft. Chimo, P.Q.

ᐃᐃᐃᐃᐃ

Board of Directors

President &
Executive Director

ᐃᐃ ᐃᐃᐃ

Charlie W. Watt
Ft. Chimo, P.Q.

1st Vice-President

ᐃᐃᐃ ᐃᐃ

Lazarusie Epoo
Inoucdjouac, P.Q.

2nd Vice-President

ᐃᐃ ᐃᐃᐃ

Johnny Watt
Ft. Chimo, P.Q.

Secretary-Treasurer

ᐃᐃᐃ ᐃᐃᐃ

Zebedee Nungak
Povungnituk, P.Q.

ᐃᐃ ᐃᐃᐃ

Tommy Cain
Tasiujaq, P.Q.

ᐃᐃᐃ ᐃᐃᐃᐃᐃᐃ

Jacob Oweetaltuk
Inoucdjouac, P.Q.

ᐃᐃ ᐃᐃᐃᐃᐃ

Peter Audlaluk
Ivujivik, P.Q.

ᐃᐃᐃ ᐃᐃᐃ

Adamie Angiyou
Povungnituk, P.Q.

February 8, 1973

W.W. Buell
Regional Superintendant of Education
Gov't of N.W.T.
Frobisher Bay, N.W.T.

Dear Mr. Buell;

During the first part of January the Northern Quebec Inuit Association and members of various Community Councils in Ungava Bay attended a teachers workshop which was held in Fort Chimo.

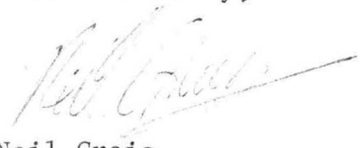
At this meeting many aspects of education were discussed, but one of the main points that arose was that of curriculum in Innutitut.

As we will be working very closely with the federal government on gathering text books or any other information for the purpose of teaching students in the Inuit language we would appreciate any information or books that you have on this subject.

We have asked for information from the University of Alaska and we will also ask for information from Greenland. No doubt you have already been contacted by the Federal Government on this matter.

Hope we hear from you soon.

Yours sincerely,


Neil Greig
Special Assistant.

NG/mn

Department of
Indian Affairs and
Northern Development



Ministère des
Affaires indiennes et
du Nord canadien

Fort Chimo, Arctic Quebec,
Ungava Bay District,
March 2nd, 1973.

Mr. C. Paradis,
Regional Superintendent of Schools,
D.I.A.N.D.,
P.O. Box 8300,
Quebec 10, P.Q.

our file / notre dossier
your file / votre dossier

380/25-1

Dear Mr. Paradis,

With reference to our discussion with Mr. St-Amant at your office on Monday, February 19, 1973, regarding a Junior High School in Fort Chimo for Eskimo students from Arctic Quebec following is my report based on the statistics of student enrolment from both the Hudson Bay and Ungava Bay Districts.

At the present time Fort Chimo is the only community in this district where a grade 7 classroom is in operation. In the Hudson Bay District Great Whale River is the only community with grade 7. This would mean for the coming academic year if a Junior High School program were to be established in Fort Chimo that students would come from all settlements except Great Whale River for the grade 7 level, and only from Great Whale River for the grade 8 level.

The following statistics are based on a five year forecast of students presently enrolled in the federal schools of Arctic Quebec and does not take into consideration those who will transfer into the Federal Schools from the Provincial Schools. However, this should be taken into consideration since it occurs on a regular basis each year.

| <u>Ungava Bay</u> | | <u>Hudson Bay</u> | <u>TOTAL</u> |
|-------------------|--------------|-------------------|--------------|
| Sept. 1973 | grade 7 - 26 | 21 | 47 |
| | grade 8 - 8 | 11 | 19 |
| | | | 66 |
| Sept. 1974 | grade 7 - 24 | 24 | 48 |
| | grade 8 - 26 | 39 | 65 |
| | grade 9 - 8 | 11 | 19 |
| | | | 132 |
| Sept. 1975 | grade 7 - 32 | 4 | 36 |
| | grade 8 - 24 | 52 | 76 |
| | grade 9 - 26 | 39 | 65 |
| | | | 177 |
| Sept. 1976 | grade 7 - 50 | 0 | 50 |
| | grade 8 - 32 | 28 | 60 |
| | grade 9 - 24 | 52 | 76 |
| | | | 186 |

Department of
Indian Affairs and
Northern Development



Ministère des
Affaires indiennes et
du Nord canadien

Mr. C. Paradis

-2-

March 2nd, 1973.

our file/notre dossier
your file/votre dossier

| <u>Ungava Bay Dist.</u> | <u>Hudson Bay</u> | <u>Total</u> |
|-------------------------|-------------------|--------------|
| Sept. 1977 grade 7 - 56 | 15 | 71 |
| grade 8 - 50 | 45 | 95 |
| grade 9 - 32 | 28 | 60 |
| | | 226 |

Hostel accommodation will be required for all students attending Junior High School with the exception of those students who are resident of Fort Chimo. The following statistics will give the number of students to live in residence.

September

1973 - 45 students
1974 - 105 "
1975 - 141 "
1976 - 134 "
1977 - 155 "

If more information is required please contact me. Thank you for your attention,

Sincerely,

Warren Halligan,
District Superintendent,
Education,
Eskimo Affairs Program.

WH/dv



Indian and
Northern Affairs

Affaires indiennes
et du Nord

Mr. Warren Halligan,
Superintendent of Education,
Department of Indian Affairs
and Northern Development,
Ungava District,
FORT CHIMO, P.Q.

Ottawa Ontario, K1A 0H4
March 1, 1973.

Your file Votre référence

Our file Notre référence 680-1


380 / 25-1

Dear Mr. Halligan:

Meeting with Mr. St-Amant and Charlie Watt

Mr. M. St-Amant wanted to meet with Charlie Watt and I on March 16. Mr. Watt has informed me that he cannot be in Ottawa on that date. Mr. Watt is going to set a new date and I will notify Mr. St-Amant of the new date. I would certainly appreciate having you at this meeting and know doubt, you could find out from Mr. Watt when he will be coming to Ottawa to meet with Mr. St-Amant and myself.

Yours sincerely,


Ralph Ritcey,
Superintendent of
Vocational Education.

W.H.

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT
CONFIRMATION

39
36

Warren Halligan
Sup. of Education
Fort Chimo, P.Q.

O'Neill Côté
Sup. of Education,
G.W.R.

FILE:

381/25-1

TELEX NO.
G.W.R. 6593

Mr. and Mrs. Michael Phillipps now teaching in Sugluk would like a transfer to Fort Chimo. Both good teachers - Experience of the North - Have been 2 years in Sugluk. Very good result with them.

APPROVED BY
O'Neill Côté

DATE
21/2/73.

SIGNATURE OF PERSON APPROVING


000208

CONFIRMATION

Warren Halligan
Supt of Education,
Fort Chimo, P.Q.

O'Neill Côté
Sup. of Education,
G.W.R.

FILE:

381/25-1

G.W.R. 6592

We now have in our F.D.S. in Hudson's Bay District. Stop. Grade 6 CMA 39 Stop.
Grade 7 CMA 11 Stop.
In 1974 52 in Grade 6 CMA Stop. In 1975 CMA 28 Stop. In 1976 CMA 45 stop. In 1977
CMA 41 Stop.

Should any statistics be needed do not hesitate to contact me in Great Whale.

O'Neill Côté

21/2/73.

SIGNATURE OF PERSON


000209



Indian and
Northern Affairs

Affaires indiennes
et du Nord

Mr. Warren Halligan,
Superintendent of Education,
Department of Indian Affairs
and Northern Development,
Ungava District,
FORT CHIMO, P.Q.

Ottawa Ontario, K1A 0H4
February 21, 1973.

Your file Votre référence

Our file Notre référence 680-1

380/25-1

Dear Mr. Halligan:

Report by J. McArthur

-- As you know, Mr. J. McArthur was assigned to make a study of the reasons why Inuit students dropped out of school in Southern Canada. A copy of his report is attached. I would like to emphasize that at this time, the report is confidential. I would appreciate your comments on the report. We have set up a series of meetings to discuss this report and at a later date, I will inform you of what action we intend to take to implement the recommendations of the report.

Yours sincerely,

Ralph Ritcey,
Superintendent of
Vocational Education.

Attach.

W. H.

February 28, 1973.

Fort Chimo, Arctic Quebec,
Ungava Bay District.

Mr. Ralph Ritcey,
Superintendent of Vocational Education,
Dept. Indian Affairs and Northern
Development,
400 Laurier Avenue, West,
Ottawa, Ontario, K1A 0H4.

380/25-1

Re: Report by J. McArthur.

Dear Mr. Ritcey:

I have received the study done by Mr. McArthur on Inuit Students from this District who withdrew from courses of study in the south.

The following are my comments based on my experience from working in this district. Some of my observations may be valid, some may not - like most people I do not have the ready solutions to the problems at hand.

The key factor with regard to the difficulty experienced by Inuit Students in the south is homesickness. As the age for students going south continues to drop homesickness will become more prevalent, aggravated by culture shock which the students are not able to cope with. Any student going south for the first time or returning for the second or third time is faced with the situation of being an alien in a society he does not understand. Some students through maturity or the experience of having previously attended school adjust adequately and are therefore able to cope and learn from the situation. The others become so overwhelmed they either drop out or rebel and may eventually have to be sent home. The idea of orientation in the north before they go south and after they arrive south would be of tremendous assistance. In the past this has been done by the Principals in the settlements and the Counsellors in Ottawa but it lacked co-ordination and a systematic approach. Certainly the Principals are not aware of all the situations in Ottawa regarding Inuit Students. The Northern Quebec Inuit Association has a video-tape machine which could be utilized in the settlements if a program was established for this purpose. I have not consulted the Association but I know they would be more than willing to co-operate. A Counsellor from your unit could present this program, answer questions and give detailed explanations. This district would assume the cost of transportation and make arrangements to get to the settlements.

. 2

- 2 -

The idea of group homes for Inuit Students is the most important and most practical approach to the problem. It will give the students the security and support of the other Inuit Students and at the same time gradually expose them to the Euro-Canadian culture that surrounds them. Gradually as they adapt and become more confident they could be placed in private homes. If they have difficulty adjusting to a private home there will be no pressure, since it does not mean having to move to another private home, and the option is there to return to the hostel and try again at another time. Also, as you are aware, Inuit Students participate only up to a point in structured activities and enjoy sitting about and talking just as much - a group home would support this type of socializing.

The parents of the district want the present school system to continue to Grade IX. This would mean in effect that students would be at least 15 years of age before going south to continue school. At this age the students would be better able to adjust. However, for the present time I am unable to give more information with regard to this point.

Involving the Inuit Association and improving communications, this would be of tremendous benefit. With regard to Counsellor's Reports as a source of information to parents they are actually too technical and too far apart to be of much value in this way. The Counsellors put a great deal of work into them and they are of great value to us at the office. However, a shorter report based more on social aspects (6 to 8 week intervals) and with a simultaneous translation into Eskimo would benefit the parents much more.

The experience of this Fall (1972) has shown all of us ways in which we can improve the program for Inuit Students. But certainly there are factors over which we have no control and little understanding. Perhaps the most recognizable is motivation. In many situations parents and students alike make the decision to go to school in the south without any firm commitment or goal. In a great many cases I experienced last year the decision was left to the student and the parents remained non-committal - even after 5 visits to the home. Students returning from the south last year who indicated to you they would be returning were quite evasive with me during last July and August. As you may remember I was still sending names in late August - I notified you that some would not be returning who, in the latter part of the summer, changed their minds and did return. Much of this uncertainty was a result of parental pressure to remain in the community - some was a direct result of having gone away to school at an early age and by the time the student is in grade 11 or 12 he has been away from home for 4 or 5 years and feels he would like to remain in the community for a year or two. Possibly we should examine the thought process behind sending students south to continue education. At the present time education in the south is an option, to choose to go south or to choose to remain amounts to the same thing - either choice requires no definite commitment on the part of the students or their parents.

. 3

- 3 -

One very interesting fact I have noticed is that Inuit people who are employed who have little or no education are more steady on the job than those who have been to school, particularly those who have been to school in the south. For example at the Quebec Centre in Fort Chimo which employs approximately 15 Inuit people, those who have attended school work for 3 or 4 months quit work for a month or two and return to the job only to leave at a later time etc. etc. I have been at the District Office in Fort Chimo a little over a year and during this time we have employed 6 Registry Clerks - most Teacher Aids in our schools follow the same work patterns. Those Inuit employees who have little or no schooling have worked for us for 10 or 15 years and in some cases longer. The drop out rate in school parallels the drop out rate on the job and I think this is an important point. Again I feel it is related to motivation and goals.

In summing up I feel the report is candid and to the point, I have no criticism of it in any way. The recommendations are sound and if they can be acted upon I am sure the difficulties of this past Fall will be minimized.

I wish to thank you and your staff for your co-operation in the past and your assured co-operation for the future.

Sincerely yours,

Warren Halligan,
District Superintendent, Education,
Eskimo Affairs Program.

WH:ar

February 28, 1973.

Fort Chimo, Arctic Quebec,
Ungava Bay District.

Mr. Ralph Ritcey,
Superintendent of Vocational Education,
Department of Indian Affairs & Northern
Development,
400 Laurier Avenue, West,
Ottawa, Ontario, K1A 0H4.

380/25-1

Dear Mr. Ritcey:

Thank you for your letter of February 21 and your invitation to attend a meeting with Mr. St-Amant, Mr. Watt and yourself. I will be in Montreal attending a French Language Course from March 5 to March 23 so it will be very easy for me to come to Ottawa for March 16. Would you be so kind as to make a reservation for me at the Holiday Inn for the evening of March 15.

Thank you for your attention.

Yours very truly,

Warren Halligan,
District Superintendent of Education,
Eskimo Affairs Program.

WH:ar

c.c. Mr. St-Amant.



Indian and
Northern Affairs

Affaires indiennes
et du Nord

Mr. Warren Halligan,
Superintendent of Education,
Department of Indian Affairs
and Northern Development,
Ungava District,
FORT CHIMO, P.Q.

Ottawa Ontario, K1A 0H4
February 21, 1973.

Your file Votre référence

Our file Notre référence 680-1

380/25-1

Dear Mr. Halligan:

Counselling Services

On February 20, I received a letter from Charlie Watt regarding students in Ottawa. He wanted a meeting with me. Also on February 20th, I had a telephone call from Mr. M. St-Amant in Quebec, regarding meeting with him. Mr. St.-Amant is coming to Ottawa on March 15 to see me and we hope to meet with Mr. Watt on March 16 at 10:00 a.m. Is there any possibility that you could be in Ottawa to be with Mr. St-Amant and myself when we meet with Mr. Watt on March 16? I believe that it is essential for you to be in attendance. Attached is a copy of a letter that I have sent to Mr. Watt.

Yours sincerely,

Ralph Ritcey,
Superintendent of
Vocational Education.

Attach.

W. H.

Q

Indian and
Northern AffairsAffaires indiennes
et du Nord

Mr. C.W. Watt,
President,
Northern Quebec Inuit
Association,
FORT CHIMO, P.Q.

Ottawa Ontario, K1A 0H4
February 21, 1973.

Your file Votre référence

Our file Notre référence 680-1

Dear Mr. Watt:

Counselling Services in Ottawa

Thank you for your letter of February 7 regarding counselling services in Ottawa. I was most pleased to hear from you on this topic. As you are aware, the counselling of young people is a most difficult task and any advice or assistance that we can obtain is certainly appreciated. I agree that we should get together to discuss problems associated with counselling, at an early date.

Mr. M. St.-Amant, the Regional Superintendent of Vocational Education for the Quebec Region, will be in Ottawa on March 16 and I believe that this would be an excellent opportunity for us to get together, as he is responsible for students from Northern Quebec.

For your information, you will be interested to learn that we are adding two Counsellors to our staff in the Spring. Both will be Inuit. I am sure that you are also aware that our Counsellors must deal with Inuit from many different areas. At the present time, we are providing services for Inuit from Northern Quebec, Baffin Island, Keewatin, Western Arctic Coastline, Labrador and Greenland. In addition to this, in May, we will be responsible for providing services for Inuit coming to Ottawa from Alaska and the Soviet Union.

Would you please let me know as soon as possible, if you will be able to meet with Mr. St.-Amant and I in my office at 10:00 a.m. on Friday, March 16. Thank you once again for showing a genuine interest in the students in Ottawa.

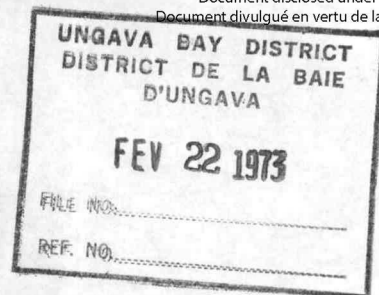
Yours sincerely,

Ralph Ritcey,
Superintendent of
Vocational Education.



Indian and
Northern Affairs

Affaires indiennes
et du Nord



Mr. Warren Halligan,
Superintendent of Education,
Department of Indian Affairs
and Northern Development,
Ungava District,
FORT CHIMO, P.Q.

Ottawa Ontario, K1A 0H4
February 20, 1973.

Your file Votre référence

Our file Notre référence N-2445-3

380/25-1


Dear Mr. Halligan:

Instruction in Syllabics

You will recall that we discussed with Mr. Lorne Smith in Churchill on February 14, the work that they are doing in the Keewatin on Syllabics. -- He photostated a number of sheets for your use. They are enclosed. The N.W.T. Government in Yellowknife are now preparing to put this material in book form with coloured drawings. Mr. W.G. Devitt, the Assistant Director of Education from the N.W.T., is coming to Ottawa on February 27 to discuss with our office, the publishing of school books in Syllabics. I will keep you informed of what progress is being made in this area and also ensure that anything published is made available to you.

I believe that the Inuit Tapirisat Association of Canada will be making a study throughout the entire North shortly, to determine if the Eskimo people wish to have instruction materials published in Syllabics or Eskimo Orthography.

Yours sincerely,


Ralph Ritcey,
Superintendent of
Vocational Education.

Encl.





Indian and
Northern Affairs

Affaires indiennes
et du Nord

Mr. Warren Halligan,
Superintendent of Education,
Department of Indian Affairs
and Northern Development,
Ungava District,
FORT CHIMO, P.Q.

Ottawa Ontario, K1A 0H4
February 19, 1973.

Your file Votre référence 38/25-1

Our file Notre référence 680-1-15

Dear Mr. Halligan:

Travel to Churchill

I would like to thank you for visiting the Churchill School. I know that you are very busy in your home District. Your contribution at our meeting on February 13 was appreciated. I hope that it will be possible for you to return to Churchill in May.

Yours sincerely,

Ralph Ritcey,
Superintendent of
Vocational Education.



Indian and
Northern Affairs

Affaires indiennes
et du Nord

380/25-1

OTTAWA, Ontario K1A 0H4
February 15, 1973.

Your file Votre référence

Our file Notre référence

1/25-1-13 (E.55)

DISTRICT SUPERINTENDENT OF EDUCATION

Attached is a list of publishers for the information of anyone wishing to order books listed in the bibliography "About Indians - A Listing of Books". We have distributed copies of this list to all Federal schools. Would you kindly distribute additional lists as required to the Provincial schools in your district.

G.K. Gooderham,
Acting Director,
Education Branch.

Inquiries concerning the publications listed in ABOUT INDIANS should be sent directly to the publishers named below:

Les demandes de renseignements concernant les publications énumérées dans la brochure intitulée LES INDIENS devraient être envoyées directement aux éditeurs mentionnés ci-après:

Abelard-Schuman Canada Ltd.,
1680 Midland Avenue,
Unit 10,
Scarborough 732, Ontario.

Harry N. Abrams, Inc.,
6 W. 57 Street,
New York, New York 10019
U.S.A.

American Heritage Publishing Co. Inc
551 Fifth Avenue,
New York, New York 10017
U.S.A.

Association Press,
291 Broadway,
New York, New York 10007
U.S.A.

Bellhaven House Limited,
1145 Bellamy Road, Suite 2,
Scarborough 707, Ontario.

Blackwell Publishers,
517 Wellington Street W.,
Toronto 135, Ontario.

Boston University Press,
138 Mountfort Street,
Brookline, Massachusetts,
U.S.A.

Brooklyn Museum,
Brooklyn, New York 11201
U.S.A.

Buffalo Fine Arts Academy,
1285 Elmwood Avenue,
Buffalo, New York 14222
U.S.A.

Canadian Broadcasting Corporation,
Toronto,
Ontario.

Chilton Books-Educational Division,
525 Lowest Street,
Philadelphia, Pennsylvania 19106
U.S.A.

Abelard-Schuman Ltd.,
6 W. 57 Street,
New York, New York 10019
U.S.A.

Aldine Publishing Company,
320 W. Adams Street,
Chicago, Illinois 60606
U.S.A.

Anglican Church of Canada,
600 Jarvis Street,
Toronto, Ontario.

Atheneum Publishers,
162 E. 38 Street,
New York, New York 10016
U.S.A.

Benefic Press,
Publishing Division of Beckley-Cardy Co.,
1900 N. Narragansett,
Chicago, Illinois 60639
U.S.A.

The Bobbs-Merrill Co., Inc.,
4300 W. 62 Street,
Indianapolis, Indiana 46206
U.S.A.

Bouregy Thomas & Co., Inc.,
22 E. 60th Street,
New York, New York 10022
U.S.A.

Brown University Press,
71 George Street,
Providence, Rhode Island 02912
U.S.A.

Burns & MacEachern Ltd.,
62 Railside Road,
Don Mills, Ontario.

The Caxton Printers, Ltd.,
Caldwell, Idaho 83605
U.S.A.

Clarke, Irwin & Company Ltd.,
Clarwin House,
791 St. Clair Avenue West,
Toronto 347, Ontario.

Abingdon Press,
201 Eighth Avenue S.,
Nashville, Tennessee 37203
U.S.A.

Ambassador Books, Ltd.,
10 Vulcan Street,
Rexdale, Ontario.

Arco Publishing Co., Inc.,
219 Park Avenue S.,
New York, New York 10003
U.S.A.

Barre Publishers,
South Street,
Barre, Massachusetts 01005
U.S.A.

The Bethany Press,
Box 179,
2640 Pine Blvd.,
St. Louis, Missouri 63166
U.S.A.

The Bodley Head Canada Ltd.,
517 Wellington Street W.,
Toronto 135, Ontario.

Boy Scouts of America,
National Council,
New Brunswick, New Jersey 08904
U.S.A.

The Bruce Publishing Company,
400 N. Broadway,
Milwaukee, Wisconsin 53201
U.S.A.

Cadmus Books, Inc.,
1201 S. Hasting Way,
Eau Claire, Wisconsin 54701
U.S.A.

Childrens Press Inc.,
1224 W. Van Buren Street,
Chicago, Illinois 60607
U.S.A.

Collier-Macmillan Canada Ltd.,
1125B Leslie Street,
Don Mills 403, Ontario.

P.F. Collier Inc.,
640 Fifth Avenue,
New York, New York 10019
U.S.A.

Coward-McCann, Inc.,
200 Madison Avenue,
New York, New York 10016
U.S.A.

Daughters of St. Paul,
50 St. Paul's Avenue,
Boston, Massachusetts,
U.S.A.

The Devin-Adair Company,
23 E. 26 Street,
New York, New York 10010
U.S.A.

Dodd, Mead & Company,
432 Park Avenue, S.,
New York, New York 10016
U.S.A.

Dorsey Press Inc.,
1818 Ridge Rd.,
Homewood, Illinois 60430
U.S.A.

Dover Publications, Inc.,
180 Varick Street,
New York, New York 10014
U.S.A.

Farrar, Straus & Giroux, Inc.,
19 Union Square W.,
New York, New York 10003
U.S.A.

Funk & Wagnalls,
360 Lexington Avenue,
New York, New York 10017
U.S.A.

General Publishing Company Ltd.,
30 Lesmill Road,
Don Mills, Ontario.

Glenkow-Alberta Institute
902-11th Avenue S.W.,
Calgary 3, Alberta.

The House of Grant (Canada) Ltd.,
29 Mobile Drive,
Toronto, Ontario.

The Hamlyn Publishing Group,
(Canada) Ltd.,
50 Prince Andrew Place,
Don Mills, Ontario.

The Copp Clark Publishing Co.,
517 Wellington Street West,
Toronto 2B, Ontario.

Criterion Books Inc.,
6 W. 57 Street,
New York, New York 10019
U.S.A.

The John Day Company Inc.,
62 W. 45 Street,
New York, New York 10036
U.S.A.

The Dial Press Inc.,
750 Third Avenue,
New York, New York 10017
U.S.A.

Dodd, Mead & Co. (Canada) Ltd.,
25 Hollinger Road,
Toronto, Ontario.

Doubleday Canada Limited,
105 Bond Street,
Toronto 2, Ontario.

Duell, Sloane Pearce,
60 E. 42 Street,
New York, New York 10017
U.S.A.

Follett Publishing Company,
1010 W. Washington Blvd.,
Chicago, Illinois 60607
U.S.A.

W.J. Gage Limited,
1500 Birchmount Road,
Scarborough 733, Ontario.

Ginn & Company,
35 Mobile Drive,
Toronto 375, Ontario.

Golden Gate Junior Books,
Box 398,
543 Old Country Road,
San Carlos, California 94071
U.S.A.

Gray's Publishing Limited,
P.O. Box 718,
Sidney, British Columbia.

Harper & Rowe Publishers,
49 E. 33 Street,
New York, New York 10016
U.S.A.

Cornell University Press,
124 Roberts Place,
Ithaca, New York 14851
U.S.A.

Crowell Collier & MacMillan, Inc.,
640 Fifth Avenue,
New York, New York 10019
U.S.A.

J.M. Dent & Sons (Canada) Ltd.,
100 Scarsdale Road,
Don Mills 404, Ontario.

Dobson, Dennis Publishers,
30 Lesmill Road,
Don Mills 405, Ontario.

M.A. Donohue & Company,
711 S. Dearborn Street,
Chicago, Illinois 60605
U.S.A.

Doubleday & Company Inc.,
Garden City, New York 11530
U.S.A.

E.P. Dutton & Company Inc.,
201 Park Avenue,
New York, New York 10003
U.S.A.

Friendship Press,
475 Riverside Drive,
New York, New York 10027
U.S.A.

Garrard Publishing Company,
1607 N. Market Street,
Champaign, Illinois 61821
U.S.A.

Ginn & Company,
Statler Building,
Back Bay P.O. 191,
Boston, Massachusetts 02117
U.S.A.

Golden Press, Inc.,
850 Third Avenue,
New York, New York 10022
U.S.A.

Grosset & Dunlap, Inc.,
51 Madison Avenue,
New York, New York 10010
U.S.A.

Harcourt, Brace & World, Inc.,
757 Third Avenue,
New York, New York 10017
U.S.A.

Harvey House, Inc., Publishers,
Irvington-on-Hudson, New York 10533
U.S.A.

Hawthorn Books, Inc.,
70 Fifth Avenue,
New York, New York 10011
U.S.A.

Holiday House, Inc.,
8 W. 13 Street,
New York, New York 10011
U.S.A.

Holt, Rinehart & Winston Inc.,
383 Madison Avenue,
New York, New York 10017
U.S.A.

Houghton Mifflin Company,
2 Park Street,
Boston, Massachusetts 02107
U.S.A.

Alfred A. Knopf, Inc.,
501 Madison Avenue,
New York, New York 10022
U.S.A.

Shultz, L.W.,
Box 25, North Manchester,
Indiana 46962
U.S.A.

Little, Brown & Co. (Canada) Ltd.,
25 Hollinger Road,
Toronto 16, Ontario.

Lothrop, Lee & Shepard Co.,
419 Park Avenue S.,
New York, New York 10016
U.S.A.

McGraw-Hill Company of Canada Ltd.,
330 Progress Avenue,
Scarborough, Ontario.

George J. McLeod Limited,
73 Bathurst Street,
Toronto 135, Ontario.

The MacMillan Company,
60 Fifth Avenue,
New York, New York 10011
U.S.A.

The Meredith Publishing Co.,
1716 Locust Street,
Des Moines, Iowa 50303
U.S.A.

U.S. Dept. of the Interior,
Haskell Institute,
Lawrence, Kansas 6604
U.S.A.

Hearthside Press,
381 Park Avenue S.,
New York, New York 10016
U.S.A.

Hollinger House Limited,
25 Hollinger Road,
Toronto 16, Ontario.

Horn Book, Inc.,
585 Boylston Street,
Boston, Massachusetts 02107
U.S.A.

Information Canada,
1711 Slater Street,
Ottawa, Ontario
K1A 0S9

Lantern Press, Inc.,
257 Park Avenue S.,
New York, New York 10010
U.S.A.

J.B. Lippincott Company,
E. Washington Square,
Philadelphia, Pennsylvania 19105
U.S.A.

Little Brown and Company,
34 Beacon Street,
Boston, Massachusetts 02106
U.S.A.

Lyons and Carnahan,
407 E. 25 Street,
Chicago, Illinois 60616
U.S.A.

McGraw-Hill Book Company,
A Division of McGraw-Hill Inc.,
330 W. 42 Street,
New York, New York 10036
U.S.A.

Maclean-Hunter,
30 Old Burlington Street,
London W1, England.

Peter Martin Associates, Ltd.,
17 Inkerman Street,
Toronto 5, Ontario.

Julian Messner,
1 W. 39 Street,
New York, New York 10018
U.S.A.

Hastings House, Publishers, Inc.,
151 E. 50 Street,
New York, New York 10022
U.S.A.

Hill & Wang, Inc.,
141 Fifth Avenue,
New York, New York 10010
U.S.A.

Holt, Rinehart & Winston of
Canada, Ltd.,
833 Oxford Street,
Toronto 18, Ontario.

M.G. Hurtig Booksellers Limited,
10411 Jasper Avenue,
Edmonton, Alberta.

B. Klein & Company,
104 Fifth Avenue,
New York, New York 10011
U.S.A.

League of Woman Voters of the
United States,
1200 17 Street N.W.,
Washington, D.C. 20036
U.S.A.

J.B. Lippincott Co. of Canada Ltd.,
4865 Western Avenue,
Montreal, Quebec.

Longmans Canada Limited,
55 Barber Greene Road,
Don Mills 403, Ontario.

McClelland & Stewart Limited,
25 Hollinger Road,
Toronto 374, Ontario.

David McKay Company, Inc.,
750 Third Avenue,
New York, New York 10017
U.S.A.

Macmillan Co. of Canada, Ltd.,
70 Bond Street,
Toronto 2, Ontario.

Melmont Publishers, Inc.,
1224 W. Van Buren Street,
Chicago, Illinois 60612
U.S.A.

Methuen Publications,
2330 Midland Avenue,
Agincourt, Ontario.

Michigan State University Press,
Box 550,
East Lansing, Michigan 48824
U.S.A.

Musson Book Company,
30 Lesmill Road,
Don Mills, Ontario.

Nelson, Foster and Scott Ltd.,
299 Yorkland Boulevard,
Willowdale 425, Ontario.

Nodin Press,
101 Seymour, S.E.,
Minneapolis, Minnesota.

Oxford University Press,
70 Wynford Drive,
Don Mills 403, Ontario.

Parnassus Press,
2422 Ashby Avenue,
Berkeley, California 94705
U.S.A.

Prentice-Hall of Canada Limited,
1870 Birchmount Road,
Scarborough 706, Ontario.

Queen's Printer,
1711 Slater Street,
Ottawa, Ontario
K1A 0S9

Random House Inc.,
Subsidiary of Radio Corp. of
America,
457 Madison Avenue,
New York, New York 10022
U.S.A.

The Ronald Press Company,
15 E. 26 Street,
New York, New York 10010
U.S.A.

Royal Ontario Museum,
100 Queens Park,
Toronto 5, Ontario.

Ryerson Press,
330 Progress Avenue,
Scarborough, Ontario.

W.B. Saunders Company,
W. Washington Square,
Philadelphia, Pennsylvania 19105
U.S.A.

Mitchell Press Limited,
1706 W. First Avenue,
Vancouver 9, British Columbia.

National Geographic Society,
17 & M Streets, N.W.,
Washington, D.C. 20036
U.S.A.

New York Graphic Society
Publishers, Ltd.,
140 Greenwich Avenue,
Greenwich, Connecticut,
U.S.A.

S.W. Norton & Company, Inc.,
55 Fifth Avenue,
New York, New York 10003
U.S.A.

Oxford University Press, Inc.,
417 Fifth Avenue,
New York, New York 10016
U.S.A.

Phoenix Indian School,
Phoenix, Arizona
U.S.A.

Prentice-Hall Inc.,
Englewood Cliffs, New Jersey 07632
U.S.A.

Rand McNally & Company,
Box 7600,
Chicago, Illinois 60680
U.S.A.

Reilly & Lee Co.,
114 W. Illinois St.,
Chicago, Illinois 60610
U.S.A.

Ross & Haines,
314 WCCO Bldg.,
Minneapolis, Minnesota 55402
U.S.A.

Russell Sage Foundation,
230 Park Avenue,
New York, New York 10017
U.S.A.

Saskatchewan History &
Folklore Society,
Box 1016,
Weyburn, Saskatchewan.

Charles Scribner's Sons,
597 Fifth Avenue,
New York, New York 10017
U.S.A.

William Morrow & Co., Inc.,
425 Park Avenue,
New York, New York 10016
U.S.A.

Naylor Company,
1015 Culebra Avenue,
San Antonio, Texas 78201
U.S.A.

New York University Press,
32 Washington Place,
New York, New York 10003
U.S.A.

Oxford Book Company, Inc.,
71 Fifth Avenue,
New York, New York 10003
U.S.A.

Pantheon Books, Inc.,
22 E. 51 Street,
New York, New York 10022
U.S.A.

Platt & Munk, Inc.,
200 Fifth Avenue,
New York, New York 10010
U.S.A.

G.P. Putnam's Sons,
200 Madison Avenue,
New York, New York 10016
U.S.A.

Random House of Canada,
370 Alliance Avenue,
Toronto 334, Ontario.

The Ward Ritchie Press,
A Division of Anderson, Ritchie
and Simon,
3044 Riverside Drive,
Los Angeles, California 90039
U.S.A.

Row & Peterson & Co.,
2500 Crawford Avenue,
Evanston, Illinois 60201
U.S.A.

Rutgers University Press,
30 College Avenue,
New Brunswick, New Jersey,
U.S.A.

Saunders of Toronto Limited,
1885 Leslie Street,
Don Mills 405, Ontario.

Scott, Foresman & Company,
1900 E. Lake Avenue,
Glenview, Illinois 60025
U.S.A.

St. Martin's Press Inc.,
175 Fifth Avenue,
New York, New York,
U.S.A.

Simon and Schuster, Inc.,
630 Fifth Avenue,
New York, New York 10020
U.S.A.

Smithsonian Library,
Washington, D.C.,
U.S.A.

Alan Swallow Publisher,
2679 S. York,
Denver, Colorado 80210
U.S.A.

Thomas Nelson & Sons,
Copewood & Davis Streets,
Camden, New Jersey 08103
U.S.A.

University of California Press,
Berkeley, California 94720
U.S.A.

University of Minnesota Press,
2037 University Avenue S.E.,
Minneapolis, Minnesota 55455
U.S.A.

University of Oklahoma Press,
Norman, Oklahoma 73069
U.S.A.

University of Washington Press,
Seattle, Washington 98105
U.S.A.

D. Van Nostrand Co. (Canada) Ltd.,
25 Hollinger Road,
Toronto 16, Ontario.

Henry Z. Walck, Inc.,
19 Union Square,
New York, New York 10003
U.S.A.

The Westminster Press,
Witherspoon Building,
Philadelphia, Pennsylvania 19107
U.S.A.

Wonder Books,
51 Madison Avenue,
New York, New York 10010
U.S.A.

Seton Village Press,
Santa Fe, New Mexico,
U.S.A.

Simon & Schuster of Canada Ltd.,
225 Yonge Street North,
Richmond Hill, Ontario.

Southern Illinois University
Press,
Carbondale, Illinois 62901
U.S.A.

Syracuse University Press,
Box 8,
University Station,
Syracuse, New York 13210
U.S.A.

United States Government
Printing Office,
Washington, D.C.,
U.S.A.

University of Chicago Press,
5750 Ellis Avenue,
Chicago, Illinois 60637
U.S.A.

University of Nebraska Press,
Lincoln, Nebraska 68508
U.S.A.

University of Princeton Press,
Princeton, New Jersey,
U.S.A.

University of Wisconsin Press,
Box 1379,
Madison, Wisconsin 53701
U.S.A.

D. Van Nostrand Company, Inc.,
120 Alexander Street,
Princeton, New Jersey 08540
U.S.A.

Washburn Ives, Inc.,
Musson Book Company,
30 Losmill Rd.,
Don Mills, Ontario.

The Bond Wheelwright Co.,
Porter's Landing,
Freeport, Maine 04032
U.S.A.

The World Publishing Company,
2231 W. 110 Street,
Cleveland, Ohio 44102
U.S.A.

Silver Burdett Company,
Div. of General Learning Corp.,
Park Avenue & Columbia Road,
Morristown, New Jersey 07960
U.S.A.

Peter Smith,
6 Lexington Avenue,
Gloucester, Massachusetts 01932
U.S.A.

Superior Publishing Company,
73 Bathurst Street,
Toronto 2B, Ontario.

Thomas Nelson & Sons (Canada)
Limited,
81 Curlew Drive,
Don Mills 400, Ontario.

University of Arizona Press,
Box 3398,
College Station,
Tucson, Arizona 85700
U.S.A.

The University of Michigan Press,
Ann Arbor, Michigan 48106
U.S.A.

University of New Mexico Press,
Albuquerque, New Mexico 87106
U.S.A.

University of Toronto, Press,
Front Campus,
University of Toronto,
Toronto 181, Ontario.

Vanguard Press, Inc.,
424 Madison Avenue,
New York, New York 10017
U.S.A.

The Viking Press, Inc.,
625 Madison Avenue,
New York, New York 10022
U.S.A.

Franklin Watts, Inc.,
575 Lexington Avenue,
New York, New York 10022
U.S.A.

Whitman Publishing Company,
1220 Mound Avenue,
Racine, Wisconsin 53404
U.S.A.

Yale University Press,
149 York Street,
New Haven, Connecticut 06520
U.S.A.

Whitman Publishing of Canada Ltd.,
Box 338,
102 Signet Drive,
Weston, Ontario.



Indian and
Northern Affairs

Affaires indiennes
et du Nord

Mr. Warren Halligan,
Superintendent of Education,
Department of Indian Affairs
and Northern Development,
Ungava District,
FORT CHIMO, P.Q.

Ottawa Ontario, K1A 0H4
February 9, 1973.

Your file Votre référence

Our file Notre référence 680-1

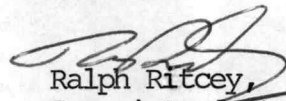
380/25-1

Dear Mr. Halligan:

Shipping of Personal Effects

Thank you for your letter of January 31st on this topic. I received a letter from the Fort Chimo Inuit Association, written on January 31st.
-- Attached is a copy of my reply to them.

Yours sincerely,


Ralph Ritcey,
Superintendent of
Vocational Education.

Attach.

W. H.
RM

Indian and
Northern AffairsAffaires indiennes
et du Nord

Mr. Neil Greig,
Special Assistant,
Northern Quebec Inuit
Association,
FORT CHIMO, QUEBEC.

Ottawa Ontario, K1A 0H4
February 9, 1973.

Your file Votre référence

Our file Notre référence 680-1

Dear Mr. Greig:

Personal Effects of Students

Thank you for your letter of January 31 regarding the personal effects of students which are left in the South when the student returns home. In my letter of January 19 to Mr. Halligan, I outlined the procedure of shipping effects.

There always will be some delay in shipping effects to the Canadian North and the period during the months of November, December and January was particularly bad, due to the Nordair strike. You should be aware that on many occasions, a student packs what they can in one or two suitcases and leaves the remainder of their possessions in drawers, on the floor or on shelves. After the student has left, the Counsellor gathers these things together and packs them in boxes and ships them North.

I am not personally involved in the shipping of effects, but I will assure you that whenever a student leaves Ottawa, I will do a follow-up to see that his effects leave within three days. I anticipate that there will be problems with Nordair in Montreal. We in Ottawa never know when effects arrive in the North, so if there are serious delays, we should be notified so we may take follow-up action. If you require additional information, please let me know.

Yours sincerely,

ORIGINAL SIGNED BY
RALPH RITCEY

Ralph Ritcey,
Superintendent of
Vocational Education.



Indian and
Northern Affairs

Affaires indiennes
et du Nord

Mr. Warren Halligan,
Superintendent of Education,
Department of Indian Affairs
and Northern Development,
Ungava District,
FORT CHIMO, P.Q.

Ottawa Ontario, K1A 0H4
February 8, 1973.

Your file Votre référence

Our file Notre référence N-2445-3

380/25-1

Dear Mr. Halligan:

Books in Syllabics

You will recall our exchange of correspondence regarding books in
-- Syllabics. Attached is a copy of a letter which is self-explanatory.
As soon as I receive any publications in Syllabics, I will forward
them to you.

Yours sincerely,

Ralph Ritcey,
Superintendent of
Vocational Education.

Attach.

W. H.
R. H.



929906

PLEASE QUOTE

FILE

C3

GOVERNMENT OF THE NORTHWEST TERRITORIES
CANADA

Department of Education
Keewatin Region
Fort Churchill, Manitoba ROB OKO
February 2, 1973

FEB 7 1 11 PM '73

Mr. Ralph Ritcey
Department of Education
D.I.A.N.D.
400 Laurier Avenue W.
Ottawa, Ontario

Dear Mr. Ritcey:

Mr. Devitt passed on your request re: the syllabic books to us today. Unfortunately these are scarce like hen's teeth. I am forwarding on a copy which is the best I can do just now. The whole syllabics program (of which these are part) will be printed in Yellowknife. When this is done they can perhaps supply you with more from there.

Yours sincerely,

Lorne Smith
Language Arts Consultant

cc Mr. Devitt

380/25-1

February 7, 1973

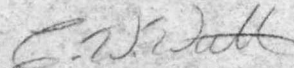
Ralph Ritcey
Supt of Vocational Education
Dept of Indian Affairs and Northern Development
Ottawa, Ontario

Dear Mr. Ritcey,

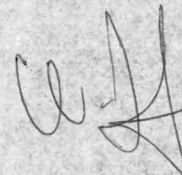
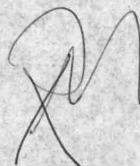
As you probably know that during my last visit to Ottawa I attended a meeting with the Inuit students from Ungava Bay. The students discussed many things and I believe that something should be done to rectify these matters.

Attached is a list of the things that the students discussed with me at the meeting and I suggest that sometime in the near future we get together with the students to clarify the situations.

Yours sincerely,



C.W. Watt
President



MEETING BETWEEN NORTHERN QUEBEC INUIT ASSOCIATION AND
INUIT STUDENTS OF NORTHERN QUEBEC HELD ON JANUARY 13,
3:00 P.M. AT I.T.C. OFFICE OTTAWA.

The main question was why were there so many drop-outs from school, most of the students answered individually and gave the following reason. One of the three main complaints or reasons was that the students did not have enough free time, many were not pleased with the homes that they were placed in as some couples were old and did not understand the younger students or first year students, they feel that the younger students should live together for awhile or put with a fairly young and understanding family. They also feel that many of the students are too young to come south and think that an age limit of 16 years and over should be set for students coming south.

We also discussed about Supervisors and the students would like to have an Inuit Supervisor or counsellor as at the present time they find it very hard to communicate with White Supervisor, they asked if the Northern Quebec Inuit Association and the Federal Government could come to an agreement to have a contract for an Inuit Supervisor.

The students would also like to know about Allowances, as some of the students attending Algonquin College receive a larger allowance than those attending High School, and think it would be better for all the students to have same allowance.

The students also felt that grade 9 should be taught in the communities, this will enable the student to retain more of their culture and it would mean that students of 16 years of age and over can go south for further Education. Another point that was brought into the open was lack of communication and no organizer for the Inuit Students. After discussing this the students decided to start a committee which will create more communication and activities among the students social life and co-ordination with the northern people. They would also like to premises where the students could meet on a regular basis, they would also like more country foods sent from the north and one of the main things that they want is a student residence for Inuit students, especially for first year students, who have trouble communicating when they come south.

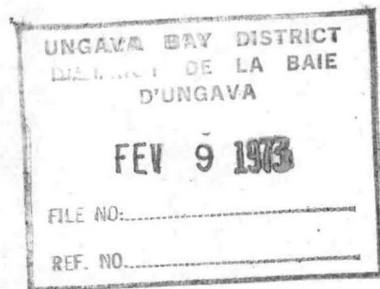
45 to 50 students attended this meeting when the Inuit Students Committee was elected those were as follows:

██████████ President, ██████████ Vice President,
██████████ Secretary Treasurer, Executive Director
and three Directors.



Indian and
Northern Affairs

Affaires indiennes
et du Nord



•To all District Superintendents.

QUEBEC 10, February 5th, 1973.

Your file Votre référence

Our file Notre référence

301/25-1 (Cur Dev)
(VB)

ATT'N: Curriculum Coordinator.

This is to advise you of a meeting of all District Curriculum Coordinators to be held here at 1141 Route de l'Eglise, Ste-Foy, on April 4, 5 and 6, 1973. Reservations have been made for you at the "Wandlyn Motor Inn", 2955 Laurier Boulevard in Ste-Foy for April 3, 4 and 5.

Our discussions will center on the developments in each district relating to curriculum, obstacles encountered and specific plans for April to December.

In preparation for this meeting, I would ask you to meet with each committee, in each post or settlement in your district before our meeting. This is why we are allowing a two-month period for your visits. You should bring to the April meeting:

- 1) A written report on the requests of the parents and teachers for each post visited. Please include the names of the participants at each meeting.
- 2) Any materials prepared by the teachers and parents which could be published during the summer. This could be in the form of legends, tapes, teaching materials in French, English, or the native language, etc. Again, the names of the people who have contributed to the preparation of these materials must be included.

.../2

To all District
Superintendents.

- 2 -

QUEBEC 10, February 5th, 1973.

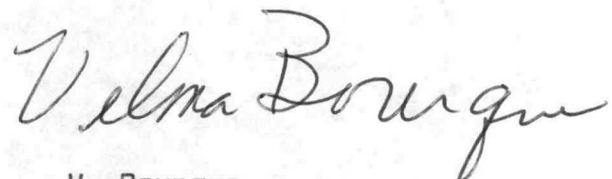
- 3) The names of all the members of your curriculum committees. Where such committees are not yet formed, you could meet with the school committee members and any interested parents and teachers.

In your meetings, when you are gathering information regarding the wishes of the Native people for their schools, I would ask you to make it very clear to them that you are taking down these wishes for study and eventual implementation. You are well aware that not all items could be implemented for September of 1973 and I would not want you to build false hopes. You can, however, assure the people that their requests will be very seriously examined and other meetings will be held to keep them thoroughly informed on all developments. Please also, assure the parents that no changes will take place without their full knowledge and consent.

I know that you realize the importance of these local meetings and that you will do your utmost to make them successful and meaningful. Curriculum committees will remain paper committees if the native people involved are not consulted.

Should there be any problem, please get in touch with me at the Regional Office at (418) 694-3545.

I am looking forward to meeting all of you.



V. Bourque,
Regional Teaching Supervisor.

Department of
Indian Affairs and
Northern Development



Ministère des
Affaires indiennes et
du Nord canadien

Payne Bay, Quebec
via Montreal A.M.F.
February 5, 1973

our file/notre dossier
your file/votre dossier 380/25-1

Mr. Warren Halligan
Supervisor of Education
Dept. of Indian Affairs and Northern Development
Fort Chimo, Quebec

Dear Mr Halligan:

RE: Local Curriculum Committee

The following are the names of our local curriculum committee; in fact they are the same people as comprise the Parents Committee formed last year.



These people are the official members. They are supplimented by other parents from time to time so that meetings held often bring more than just these people together.

As well, on this same subject, the school is presently closed for approximately 5 teacher preparation days during which time the Parents Committee are going to discuss their plans for next year. They hope to draw up a proposal for submission to Quebec for Traditional Skills programs during this time.

Sincerely,

Michael Bradley
Michael Bradley
Principal

W.H.

January 8, 1973

Community Representative

Dear Sir:

At a teachers conference in Fort Chimo, many things were discussed. One of the many things talked about was Inuit teachers, in the schools, if we plan to have up to grade 9 taught in the schools it would be better if we had an Inuit teaching the children in Inuititut.

The Department of Education is running a course to train Inuit teachers how to teach in the schools. If your community would like to send somebody to this course, a resolution should be made through council and a copy of the resolution given to this office and also one sent to Regional Superintendant of Education, Fort Chimo. This should be done as soon as possible and then the Department of Education will know how many people to expect at the course.

TIME: 3 weeks in every summer for 4 years and on the job training at school in community.

PURPOSE: To learn methods of teaching and preparing lessons.

REQUIREMENTS: The person should want to teach in school. Person must know a little English, as 3 weeks course will be given in English, but the person will be teaching in Inuititut.

FIRST TEACHING DIPLOMA: Person will get 30 credits and will receive diploma. Diploma is good in Quebec and N.W.T.

.../2

- 2 -

A person may go onto University after completing first 30 credits, 60 more credits would give the person a B.A. degree. The selection of the people should be done very carefully as this is going to mean a great deal in the future. Perhaps the school Principal in the community might be able to help you with information. It does not matter how many people you send on the course, but we think that 2 or 3 people from each community would be best.

Your earliest attention to this matter, would be appreciated.

We hope to hear from you soon.

Yours Sincerely,

Charlie W. Watt,
President.

ls

January 8, 1973

Chairman
Community Council
Fort Chimo, P.Q.

Dear Sir:

It has come to my notice that Education is a great problem in Fort Chimo.

A gymnasium is really needed in Fort Chimo and also a kindergarten, these two things would be of great benefit to the children of Fort Chimo.

If the Community Council feels that these are needed they should pass a resolution in writing requesting these things. Send a copy to the Regional Superintendant of Education, Fort Chimo. The Inuit Association will do as much as they can but we can only do it if we have a copy of the Resolution.

Yours Sincerely,

Charlie W. Watt,
President.

ls

January 10, 1973

Community Representative

Dear Representative:

During the teachers workshop in Fort Chimo the matter of Student Counsellor for Students in the south. I think people feel that Inuit person should look after the students when they are in the south.

It would be difficult right now to have an Inuit family in the south to counsel the students, but if the Community Council feels that they would like Inuit people to Counsel the students perhaps Inuit Tapirisat of Canada could work as counsellors for the students.

If the Councils want I.T.C. to counsel the students they should pass a written resolution and send a copy to N.Q.I.A. in Fort Chimo and then we can take the matter up with I.T.C. and the Federal Government.

We are hoping to hear from you soon.

Yours sincerely,

Charlie W. Watt,
President.

ls

January 8, 1973

Community Representative

Dear Sir:

As Education is a very important matter, I would like to bring to your attention, something that is worrying many Inuit in Northern Quebec.

Many Parents think that some children are too young to go to school in the south. At a meeting in Fort Chimo, this matter was discussed for two days with the teachers and it was decided that Grade 9 should be taught in the communities.

This means that only children that have completed grades 1 - 9 can go south for more education, this would also mean that only 15 - 16 or 17 year old boys and girls would go south for further education.

If your community would like to have grades 1 - 9 taught in you your community, make a written resolution at a council meeting, send one copy to N.Q.I.A. and one copy to the Regional Superintendant of Education, Fort Chimo.

When the N.Q.I.A. receives the resolution we will then take the matter up with the Federal and Provincial Governments.

Yours Sincerely,

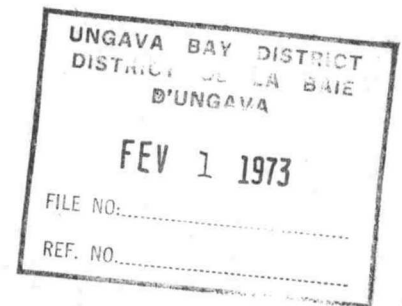
Charlie W. Watt,
President.

ls



Indian and
Northern Affairs

Affaires indiennes
et du Nord



District Superintendent,
Ungava Bay.

QUEBEC 10, January 29, 1973.

Your file Votre référence 380/13-2

Our file Notre référence 380/25-1 (VB)

Attention: Mr. Warren Halligan
District Supervisor.

Dear Warren:

Thanks for your letter dated January 18, 1973.

May I thank you for allowing us to take part in a most historic conference. Could I ask that the amended summary be forwarded as soon as possible? I am waiting for it in order to discuss the various items with Mr. Gill and Mr. Paradis.

As for the Northern Games, I think it would be better if you ordered directly from:

Paul Robinson, Chief,
Curriculum Division,
Department of Education,
Yellowknife, N.W.T.

My budget allows me to order "samples" for perusal by different people concerned. The specific order must come from you as District Supervisor. I do not have any information regarding the cost. Sorry I cannot be more helpful.

I have checked with the company regarding the Science Kits. Believe me, as soon as the English materials arrive from Berkeley, I will forward immediately.

Please extend my thanks to your staff for the very warm hospitality extended to us. Special thanks to Roger Martineau for the "medicine"; Myrtle Ingebretson for her kindness; John Leblanc for the lessons and Rae Winkelaar for being such a good host. I was truly impressed by all your staff! I truly hope that the wonderful spirit of cooperation and respect will continue.

When are you planning to return to Quebec? I am looking forward to seeing you again.

Sincerely yours,

Velma Bourque

Velma Bourque,
Regional Teaching Supervisor.

000244



Indian and
Northern Affairs

Affaires indiennes
et du Nord

Mr. Warren Halligan,
Superintendent of Education,
Department of Indian Affairs
and Northern Development,
Ungava District,
FORT CHIMO, P.Q.

Ottawa Ontario, K1A 0H4
January 29, 1973.

Your file Votre référence

380/25-1

Our file Notre référence

600-1

Dear Mr. Halligan:

Eskimo Syllabic Publications

Your letter of January 18 on this topic has been received. I am sorry that Mr. Mulders did not provide you with the publications that you requested. I understand that all of the N.W.T. Syllabic publications are restricted and in short supply. Further publications are being held in abeyance until a decision is made as to whether books should be published in Syllabics or Eskimo Orthography. I have requested several copies of the publications mentioned in your letter from Yellowknife, and I anticipate that they will be made available to you in the near future.

Yours sincerely,

Ralph Ritcey,
Superintendent of
Vocational Education.

W.H.

RM

Department of
Indian Affairs and
Northern Development



Ministère des
Affaires indiennes et
du Nord canadien

Principals,
Federal Schools, George River, Payne Bay
Koartak, Wakeham Bay,
Department of Indian Affairs & Northern Development,
Ungava Bay District.

Fort-Chimo, Arctic Quebec
Ungava Bay District
January 25, 1973

our file/notre dossier
your file/votre dossier

380/25-1

RE: Local Curriculum Committees.

During the Curriculum Workshop held in Fort-Chimo in January Mrs.V.Borque asked for the names of the persons comprising the Curriculum Committee in your community. It was also stated that possibly because of the size of some communities the school Committee or Community Council may represent the Curriculum Committee. Regardless of who is on the committee (one member of the teaching staff should be) I would like to have the names at the earliest possible date.

If for some reason a Curriculum Committee cannot be formed please notify as well.

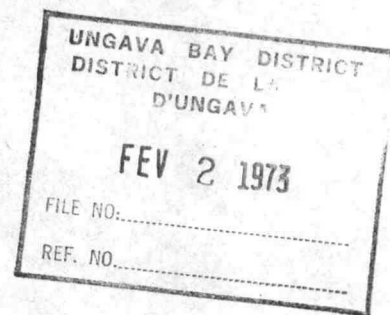
Warren Halligan
Supervisor of Education.

Baie d'Ungava



Indian and
Northern Affairs

Affaires indiennes
et du Nord



Aux Surintendants des districts,
Région de Québec.

Québec 10, le 23 janvier 1973.

Your file Votre référence

1973

Our file Notre référence 301/25-1 (Congés d'études)(LP)

Attention: Surveillants en éducation

Bureau de Lorette
Bureau de Restigouche

Congé d'études

Vous avez reçu dernièrement une communication concernant les demandes de congés d'études.

Vous êtes prié de noter que les points suivants doivent être spécifiés:

- 1) Congé avec solde ou sans solde.
- 2) Plans d'études: nom de l'institution, diplôme postulé, cours à suivre, durée des études pour l'obtention du diplôme, etc..
- 3) Montant de la demi-solde, coût de la scolarité, des transports, des livres, etc...

L'évaluation des demandes exige ces détails.

W.L.

Le Conseiller régional en Education,

L. Poulin

L. Poulin.



Indian and
Northern Affairs

Affaires indiennes
et du Nord

Mr. Warren Halligan,
Superintendent of Education,
Department of Indian Affairs
and Northern Development,
Ungava District,
FORT CHIMO, P.Q.

Ottawa Ontario, K1A 0H4
January 22, 1973.

Your file Votre référence

Our file Notre référence 600-1-11

380/55-1

Dear Mr. Halligan:

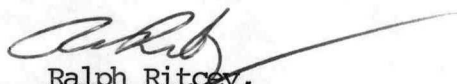
Student Dropouts

Thank you for your letter of January 10 on this topic. Prior to the arrival of this letter in Fort Chimo, you will have received a telex from me regarding the travel of Mr. McArthur to your District.

I certainly agree with the comments in your letter regarding the District Education Conference that you held in Fort Chimo. The students in grades seven and eight must be highly motivated and have strong support from their parents to survive away from home. The students are more mature at grade nine and ten and know what they want. If they really want an education, they will stick with it and they have the maturity where they can express themselves to their parents regarding education.

I am sure that you will be under considerable pressure to have all schools teach up to and including grade nine. This is what is happening in the Northwest Territories. The problem is that it is next to impossible for the teachers in three or four room schools. The attendance of the students past the age of fifteen in the small communities has been very poor.

Yours sincerely,


Ralph Ritcey,
Superintendent of
Vocational Education.

W.H.
RM



Indian and
Northern Affairs

Affaires indiennes
et du Nord

1141 Route de l'Eglise, C.P. 8300,
Québec 10, P. Qué.

le 19 janvier 1973

UNGAVA BAY DISTRICT
DISTRICT DE

FEV 7 1973

Aux Directeurs régionaux adjoints,
Aux Surintendants et Surveillants régionaux,
Aux Responsables, Section Education,
Bureau régional de Québec.

Your file Votre référence

→ Aux Surintendants de districts,
Aux Surveillants en éducation,
Région de Québec.

Our file Notre référence 301/25-1 (NNASI) (GL)

Sujet: Institut d'Etudes Aborigènes de l'Amérique du Nord -
Native North American Studies Institute

Avec la prise en charge de la MACAZA par la corporation amérindienne citée plus haut, cet établissement devient un centre culturel pour le développement et la formation d'individus ou de groupes indiens et inuit.

Nous envisageons que ce centre organisera ou facilitera le développement de divers projets comme des sessions de sensibilisation pour les nouveaux employés, des sessions de "leadership training", des programmes de formation en cours d'emploi dans divers métiers ou techniques, et je n'énumère ici que quelques-unes des innombrables possibilités qu'offrira cette institution pour le bénéfice des autochtones.

Vous obtiendrez plus de précision sur la versatilité et les opportunités de ce centre de formation à mesure que son organisation se concrétisera dans les mois à venir. La "NNASI" verra à confier à une ou plusieurs personnes un rôle d'information sur les programmes disponibles.

Notre Ministère travaille étroitement avec les autorités de cet Institut pour la réalisation des projets ou des activités qui se dérouleront à ce centre culturel. En conséquence, nous croyons opportun d'établir une ligne de communication qui facilitera les contacts et nous désirons que tous les projets impliquant le Ministère soient acheminés vers le bureau régional, à l'attention de M. Ghislain Lemay, qui agira comme agent de liaison.

Nous vous invitons donc à nous faire connaître vos besoins assez longtemps d'avance pour en faciliter la planification et la réalisation. N.B. Prière d'indiquer sur toute correspondance sur le sujet concerné, le numéro de dossier cité plus haut, i.e. 301/25-1 (NNASI).

Le Directeur régional adjoint -
Education,

A. Gill.

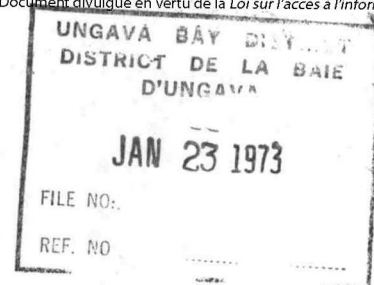
c.c. M. Wm Craig, NNASI, Montréal
c.c. Bureau de Lorette
c.c. Bureau de Restigouche

000249



Indian and
Northern Affairs

Affaires indiennes
et du Nord



Mr. Warren Halligan,
Superintendent of Education,
Department of Indian Affairs
and Northern Development,
Ungava District,
FORT CHIMO, P.Q.

Ottawa Ontario, K1A 0H4
January 19, 1973.

Your file Votre référence

380/25-1

Our file Notre référence

680-1

Dear Mr. Halligan:

Photographs

- Enclosed are two additional photographs of the students from your District in Ottawa. At a later date, I will send you an additional twenty copies.

Yours sincerely,

Ralph Ritcey,
Superintendent of
Vocational Education.

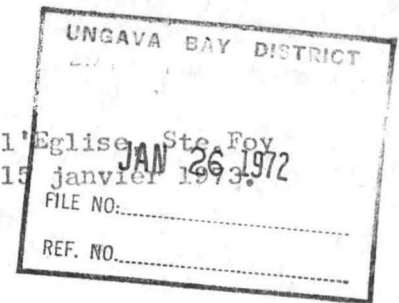
Encl..



Indian and
Northern Affairs

Affaires indiennes
et du Nord

1141 Route de l'Eglise Ste. Foy
Québec 10, le 15 janvier 1973



Aux Surintendants des districts,
Région de Québec.

Att'n: Surveillants en éducation

Your file Votre référence 1/25-1 (E.71)

Bureau de Lorette
Bureau de Restigouche.

Our file Notre référence 301/25-1 (CPA)

Décentralisation des programmes éducationnels
aux Conseils de Bandes et/ou Comités scolaires

Je vous réfère à une lettre de M. D.W. Simpson, d'Ottawa, et aux documents qui y étaient rattachés. Cette lettre concernait le sujet ci-haut mentionné et était datée du 21 décembre 1972.

Une réunion à l'échelon national est prévue pour les 7 et 8 février prochain afin de discuter de cette décentralisation des programmes. J'y assisterai, en compagnie de MM. St-Amant et Paradis, et je me propose de vous réunir à Québec par la suite afin que nous puissions établir un échéancier en relation avec cette décentralisation.

Entre-temps, et si possible avant le 30 janvier, j'apprécierais obtenir vos commentaires sur cette décentralisation, de même que votre planification quant à l'information à fournir aux Conseils de Bandes et Comités Scolaires.

Veuillez prendre note que même si cette autorisation ne concerne pas présentement les groupes esquimaux, nous avons entrepris des démarches lesquelles, nous osons le croire, permettront à ces derniers de bénéficier des mêmes avantages.

Le Directeur régional adjoint -
Education,

A. Gill.

Department of
Indian Affairs and
Northern Development



Ministère des
Affaires indiennes et
du Nord canadien

Fort Chimo, Arctic Quebec,
Ungava Bay District,
January 11, 1973.

Mr. G.R. Winkelaar,
Principal,
Fort Chimo Federal School,
Fort Chimo, Arctic Quebec.

our file / notre dossier 380/25-1.
your file / votre dossier

Dear Mr. Winkelaar,

With reference to the proposals and recommendations of the Fort Chimo Steering Committee on Curriculum Development drawn from the dialogue and discussions of the District Conference I would like to bring your attention to proposal number 4. The last section of this proposal reads: "The council is asked to consider allowing the allotment of teaching time for curriculum development." I should like to point out to the steering Committee that the authority for allowing the allotment of teaching time for curriculum development is with the District Education Office not with the Fort Chimo Council. Certainly the council school committee and the parents should be informed and an explanation given if students were to be dismissed from school earlier than usual.

I should also like to bring to your attention my proposal of last September/72 at which time I suggested that the teaching staff take 1/2 day a week or 1/2 day every two weeks to work on school programs. At that time you could not consider my proposal because you felt it would use up too much valuable teaching time. I have not withdrawn my proposal it continues to stand as such and I would be very interested in seeing the teaching staff work on curriculum material.

If you or the Steering Committee will meet with me to discuss the details of this project in curriculum development I foresee no difficulty in arranging time for such work.

Sincerely,

Warren Halligan,
Supervisor of Education,
Eskimo Affairs Program.

WH/dv

Fort Chimo Federal Day School,
Fort Chimo, P.Q.,
January 10, 1973.

380/25-1

Mr. W. Halligan,
District Superintendent of Education,
Ungava Bay District,
Fort Chimo, P.Q. .

Dear Mr. Halligan,

Concerning the use of delegates as interpreters at the recent January 3rd to 5th teachers' workshop, I feel that this was unfair to the Fort Chimo delegate, Willy Makiuk who was asked to do the bulk of the interpreting.

Because of this the view of the Fort Chimo people were not represented. Unfortunately this cannot be rectified; however, I do feel that the Fort Chimo delegate should receive monetary compensation for this oversight.

Yours sincerely,

G. Rae Winkelaar

G. Rae Winkelaar
Act/Principal

Willy



Indian and
Northern Affairs

Affaires indiennes
et du Nord

Mr. Warren Halligan,
Superintendent of Education,
Department of Indian Affairs
and Northern Development,
Ungava District,
FORT CHIMO, P.Q.

Ottawa Ontario, K1A 0H4
January 4, 1973.

Your file Votre référence 380/25-1

Our file Notre référence 680-1

Dear Mr. Halligan:

Ungava Students in Ottawa

- Enclosed are four copies of a photo taken in Ottawa at the Eskimo Christmas Party. The students in the picture are from your District. Over eighty students attended the Party on a very stormy night. The picture was taken prior to the eating of raw char and caribou meat.

Yours sincerely,

Ralph Ritcey,
Superintendent of
Vocational Education.

Encl.